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ABSTRACT

Students who graduated from Ohio State University's College of Education during the 1979-1980 school year were surveyed for this report. Data were obtained through questionnaires and from classroom observations and interviews with selected respondents. Survey results are reported and discussed in three sections. In the first section, the summary of a demographic and professional perspectives questionnaire provides the bulk of analysis, with 48 items in three general areas: (1) basic demographic data; (2) feelings toward and evaluation of preservice education program; and (3) problems and experiences faced during the first year of teaching. Interview results with 50 graduates working as teachers in the Columbus, Ohio area are presented in the second section, focusing on feelings about teaching, the undergraduate program, induction, and supervision. The third section introduces the results of classroom observations with 45 of the interviewed teachers concentrating on three representative behavioral variables: clarity, enthusiasm, and academic learning time. Implications and recommendations for the preservice program and copies of the survey instrument are included. (FG)

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FOLLOW-UP PROJECT

TECHNICAL REPORT #6 (1981)

DR. GARY deVOSS

DIRECTOR

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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SP 020 289

Technical Report #6: Follow-Up of 1979-80 Graduates at The Ohio State University's College of Education Teacher Certification Program

1981

Prepared by:

Dr. Gary deVoss
Robert DiBella

Produced for the OSU College of Education as part of a total effort to redesign teacher education. This project is funded entirely from State of Ohio, Department of Education Project 419 monies.

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Introduction

This report has been prepared to disseminate the findings of the Follow-Up Project of the College of Education at OSU during the past year. As in previous years, and in response to both State of Ohio and NCATE requirements, the Follow-Up Project carried out a study of recent graduates of the College of Education. This year the study focused on students who graduated during the 1979-80 school year.

Since three different instruments were used to collect data, the report will be divided into appropriate sections, with the findings summarized for each group under investigation. Hopefully, the results will prove to be interesting and informative for those persons involved in teacher education at OSU. More detailed findings are on file with the Follow-Up Project and are available for inspection.

Methodology: How This Study Was Carried Out

During 1980-81, the Follow-Up Project gathered information on the 1979-80 graduates of the College of Education. Data was obtained in three ways. First a demographic/professional perspectives questionnaire was mailed to a stratified random sample of 460 of the 1019 graduates. This figure represents 45% of the total number of graduates. The questionnaire has been reproduced for convenience following this page.

The Demographic/Professional Perspectives questionnaire asked the graduates of the College to respond to demographic, program review and professional interest questions. In this way the Follow-Up Project was able to obtain information in three areas: (1) basic demographic data; (2) the graduates' feelings and evaluation of their preservice undergraduate teacher education program and; (3) problems and experiences faced during the first year of teaching. In addition, the questionnaire

FOLLOW-UP
DEMOGRAPHICS/SCHOOL CLIMATE - RECENT GRADUATES

GENERAL INSTRUCTIONS: IF YOU ARE NOT TEACHING FULL OR PART TIME, COMPLETE QUESTIONS 1 - 16.
IF YOU ARE TEACHING FULL OR PART TIME (NOT SUBSTITUTE TEACHING OR TUTORING) COMPLETE QUESTIONS 1 - 10 AND 17 - 35.

1. Which of the following describes your current employment?
   a. classroom teaching (include art, music, reading, etc.)
   b. other school employment (counseling, administrating, curriculum design, media, etc.)
   c. employed in post secondary education
   d. other education-related (specify) _____
   _____
   e. non-education-related (specify) _____
   _____

2. Age
   a. 20-25 b. 26-30 c. 31-35
   b. 36-40 e. over 40

3. Sex
   a. male b. female

4. Racial-ethnic background
   a. Black, non-Hispanic b. Hispanic c. Asian-American
   d. Native American (American Indian) e. White
   f. Other (specify) _____

5. Years of full-time teaching experience including this year:
   a. none b. one c. two
   d. three e. four or more

6. Were you a transfer student?
   a. No, I completed my entire undergraduate career at OSU.
   b. Yes, I entered OSU as a sophomore.
   c. Yes, I entered OSU as a junior.
   d. Yes, I entered OSU as a senior.
   e. Other (specify) _____

7. Quarter and year of graduation _____

8. Place an X next to your program area:
   1. _____ Agriculture Education
   2. _____ Art Education
   3. _____ Biological Science Education
   4. _____ Broadcast Communications Education
   5. _____ Business Education
   6. _____ Dance Education
   7. _____ Dental Hygiene Education
   8. _____ Distributive Education (Voc-Tech)
   9. _____ Earth Science Education
   10. _____ Elementary Education
   11. _____ Elementary-Special Education
   12. _____ English Education
   13. _____ English Communications Education
   14. _____ Exceptional Children Education
   15. _____ Foreign Language Education
   16. _____ Health Education
   17. _____ Home Economics Education
   18. _____ Industrial Technology Education
   19. _____ Interscholastic Sports Education
   20. _____ Journalism Education
   21. _____ Mathematics Education
   22. _____ Media Education
   23. _____ Music Education
   24. _____ Physical Education
   25. _____ Physical Sciences Education
   26. _____ Recreation Education
   27. _____ Science Education
   28. _____ Social Studies Education
   29. _____ Speech-Theatre Education
   30. _____ Trade & Industrial Education

9. How would you rate the Educational Personnel Placement Office services?
   a. excellent b. good c. fair
   d. unsatisfactory e. did not use services

10. If you are considering further professional study, please check the appropriate description below.
    a. Professional study in education - Master's degree
    b. Professional study in education - Doctorate degree
    c. Professional study in education - Specialist degree
    d. Professional study in field other than education (specify) _____
    e. Not considering further professional study

COMPLETE QUESTIONS 11 - 16 IF YOUR JOB IS DIRECTLY RELATED TO YOUR DEGREE (I.E., SUBBING, TUTORING, ETC.), BUT YOU ARE NOT TEACHING FULL OR PART TIME. LIST ANY GENERAL COMMENTS ON THE OTHER SIDE OF THIS PAGE. ALSO, PLEASE CHECK THE ACCURACY OF YOUR ADDRESS: THEN RETURN THE QUESTIONNAIRE.

NUMBERS 11 - 16 ARE FOR THOSE WHO ARE NOT CURRENTLY TEACHING FULL OR PART TIME. IF YOU ARE CURRENTLY TEACHING SKIP TO NUMBER 17.

11. Have you ever sought a teaching position?
    a. yes
    b. no
    Describe briefly how you went about the search:

12. Why are you not teaching at the present time?
    a. Chose to change professions
    b. No jobs available
    c. Salaries are too low
    d. Not willing or unable to relocate
    e. Other (specify) _____

13. Do you regret the fact that you are not teaching now?
    a. yes b. no

14. What job are you currently holding?

15. Are you happy in this position?
    a. yes b. no

16. Has your Education degree been useful at all?
    a. Yes, what I learned directly helps me in my job.
    b. Yes, I needed the BA to get this job, but I don't directly apply what I learned in my job.
    c. No, I could have majored in anything to get this job.
    d. Other (specify) _____
    _____

THE REMAINDER OF THE QUESTIONNAIRE IS TO BE ANSWERED ONLY IF YOU ARE CURRENTLY TEACHING FULL TIME OR PART TIME. IF YOU ARE NOT, LIST ANY GENERAL COMMENTS ON THE OTHER SIDE OF THIS PAGE AT THE BOTTOM. ALSO, PLEASE CHECK THE ACCURACY OF YOUR ADDRESS: THEN RETURN THE QUESTIONNAIRE IN THE PREPAID ENVELOPE.

17. Check the item that describes your current position in terms of your educational background.
    a. Employed in my major field.
    b. Employed in my minor field.
    c. Employed in an educational field other than those I prepared for at OSU: (specify) _____
    d. Not applicable (explain) _____
    _____

18. Please indicate which one of the following was most helpful to you in securing employment.
    a. College of Education faculty member
    b. Department or program chairperson
    c. Educational Personnel Placement Office
    d. Preparation in more than one teaching area
    e. Other (specify) _____

19. How did you obtain your first teaching position?
    a. Found a job in the district in which I student taught.
    b. Began as a substitute and was later hired as regular teacher.
    c. Personal contact (friends, relatives)
    d. Placement Office or other college assistance
    e. Other (specify) _____

20. On each line below circle the category that best describes your student teaching situation.

    location:
    urban suburban rural

    my class discipline:
    no problems occasional problems many problems

    type of students: (circle all that apply)
    parents very concerned about learning | most below grade level in reading | independent workers

    my student teaching was:
    successful somewhat successful unsuccessful

21. On each line below circle the category that best describes your current teaching situation:

location:		
urban	suburban	rural
typical student motivation:		
high	average	low
my classroom discipline:		
no problems	occasional problems	many problems
parent participation:		
high	moderate	low
typical SES of families:		
upper	middle	lower
racial mix:		
few or no minority students (black, hispanic, etc.)	some minority, some white	predominantly minority
type of students: (circle all that apply)		
parents very concerned about learning	most below grade level in reading	independent workers
school size:		
under 500	500-1000	over 1000
school type:		
public	private	other (specify)
type of class:		
self-contained	open	other (specify)
my teaching now is:		
effective	somewhat effective	ineffective

22. What one grade level do you currently spend the major part of your time teaching?
    a. pre-kindergarten or kindergarten
    b. grades 1-6
    c. grades 7-12
    d. special education classes
    e. adult or post-secondary
    f. other (specify) _____

23. Which one of the following best describes your present attitude toward teaching in general?
    a. very satisfied
    b. somewhat satisfied
    c. neutral
    d. somewhat dissatisfied
    e. very dissatisfied

24. Which one of the following best describes your attitude toward your present position?
    a. very satisfied
    b. somewhat satisfied
    c. neutral
    d. somewhat dissatisfied
    e. very dissatisfied

25. Overall, the College of Education
    a. adequately prepared me to teach
    b. inadequately prepared me to teach (specify areas of inadequate preparation)

26. What one factor would do most to help you upgrade your effectiveness as a teacher in your school?
    a. fewer or smaller classes
    b. better professional preparation
    c. more support from other school personnel
    d. more lesson preparation time
    e. other (specify)

27. To what extent is a professional member of the school's guidance staff available should the need arise?
    a. available to work with parents
    b. available to students full-time
    c. available to students part-time 3
    d. no services offered
    e. other (specify)

28. Describe the assistance you receive with discipline problems.
    a. assistance available and effective
    b. assistance available, but ineffective
    c. assistance available only in extreme circumstances
    d. no assistance available
    e. assistance available, but request for assistance is viewed as a weakness on the part of the teacher
    f. other (specify)

29. Supervision of extracurricular activities is:
    a. completely voluntary on my part
    b. expected by the school administration
    c. required by the school administration
    d. a condition of my employment with the district

30. Which of the following had the primary responsibility for evaluating your teaching?
    a. teaching colleagues
    b. department head
    c. students
    d. curriculum specialist
    e. principal/administrator
    f. other (specify)

31. How many times this year has this person observed and evaluated your teaching?
    a. 0 times
    b. 1 time
    c. 2-3 times
    d. 4-6 times
    e. more than 6 times
    In addition, how many more times will your teaching be observed and evaluated before the year is over? _____

32. Which one of the following methods do you most often use to evaluate your teaching effectiveness?
    a. student test scores from standardized and teacher-made tests
    b. colleagues' feedback
    c. students' feedback
    d. student improvement
    e. other (specify)

33. Which one of these people has been most helpful to your professional development?
    a. administrators
    b. teaching colleagues
    c. department head or curriculum specialist
    d. counselor
    e. other (specify)

34. During your first year of teaching, was there a key person who provided support and encouragement?
    a. administrator or instructional coordinator
    b. counselor
    c. a fellow teacher
    d. a relative or friend
    e. other (specify)

35. What were the major attractions that education/teaching held for you when you decided to enter it? (explain)

Comments: Do you have any general comments about your years in the OSU College of Education?

This label will be detached before we analyze your responses. We attached your label only to avoid sending you another questionnaire. If your address has changed, please correct.

What is your phone number? ( ) _____

also allowed for collecting data on both recent graduates who are teaching and those who hold non-teaching (or non-education related) positions.

The questionnaires were mailed to graduates in two rounds. The first round was sent in early January, 1981; the second round was mailed to those persons who did not respond to the first mailing and was sent approximately four weeks after the first round of mailings.

From the 460 graduates selected, a total of 281 completed questionnaires were received, representing a return rate of 61%. The results will be completely reported following this introduction; however, it is important to note here that of the 281 returns, 156 (62.7%) were from graduates who were currently teaching while the remaining 37.3% of the returns were from non-teaching graduates.

Second, from the graduates who responded to the questionnaires and who were teaching, a group of 50 was selected for an in-class observation and interview session. This group was not randomly chosen, but was selected on the basis of their proximity to the Columbus area and their willingness to participate. Even so, five teachers refused the class observation, which can be noted in the total below. Some care was taken however, to try to represent as many different program areas and grade levels as possible, as can be seen in the following chart.

In Class Observations

Grade	1	3	4	5	6	7	8	9	10	11	12
# of times observed	1	1	6	3	3	7	5	8	5	2	2

In Class Observations (cont'd)

Course/Major	# of times observed
Ohio History	1
Sociology	1
Physical Education	1
Merchandizing	1
Home Economics	1
History	2
Literature/Elementary	2
Spanish	2
Education of the Mentally Retarded	2
Math/Elementary	2
Art/Elementary	2
Communications	2
Social Studies	2
Music	3
Typing	3
Math/Secondary	5
Science/Secondary	5
Reading/Elementary	7
Total	45

The results from the in-class observations will be reported in the following chapters. Three specific teaching behaviors were used for the data collection, namely clarity, enthusiasm, and academic learning time. The observation instrument used during the class visit is reproduced on the following pages.

Lastly, and as mentioned above, this group of 50 teachers were interviewed by a Follow-Up Project staff member. The interview was structured, with the same specific questions asked of each teacher in the group. The questions represented five different areas of investigation: (1) demographic; (2) undergraduate program; (3) induction;

FOLLOW-UP PROJECT
TEACHER OBSERVATION FORM

Name_____ Date_____ Grade_____ Subject_____

1. Stresses or emphasizes the important aspects of the content.

	1	2	3	4	5	
Infrequently						Frequently
Inadequately						Excellently

Examples of teacher behaviors:

2. Explains the content of instruction to students.

	1	2	3	4	5	
Infrequently						Frequently
Inadequately						Excellently

Examples of teacher behaviors:

3. Provides for student assimilation/synthesis of content.

	1	2	3	4	5	
Infrequently						Frequently
Inadequately						Excellently

Examples of teacher behaviors:

4. Assesses student understanding of content.

	1	2	3	4	5	
Infrequently						Frequently
Inadequately						Excellently

Examples of teacher behaviors:

5. Conveys enthusiasm about the course content to students.

	1	2	3	4	5	
Infrequently	⌊	⌊	⌊	⌊	⌊	Frequently
Insincerely	⌊	⌊	⌊	⌊	⌊	Sincerely

Examples of teacher behaviors:

6. Expresses emotion-packed feelings concerning students' efforts/achievements.

	1	2	3	4	5	
Infrequently	⌊	⌊	⌊	⌊	⌊	Frequently
Insincerely	⌊	⌊	⌊	⌊	⌊	Sincerely

Examples of teacher behaviors:

7. Presents learning experiences in ways that capture students' interest.

	1	2	3	4	5	
Infrequently	⌊	⌊	⌊	⌊	⌊	Frequently
Inadequately	⌊	⌊	⌊	⌊	⌊	Excellently

Examples of teacher behaviors:

8. Uses materials to stimulate, attract, and hold students' attention.

	1	2	3	4	5	
Infrequently	⌊	⌊	⌊	⌊	⌊	Frequently
Inadequately	⌊	⌊	⌊	⌊	⌊	Excellently

Examples of teacher behaviors:

9. Provides time for individual student seat work.

	1	2	3	4	5	
Infrequently						Frequently
Inadequately						Excellently

Examples of teacher behaviors:

10. Checks student progress regularly during seat work.

	1	2	3	4	5	
Infrequently						Frequently
Inadequately						Excellently

Examples of teacher behaviors:

11. Keeps students productively involved in learning activities.

	1	2	3	4	5	
Infrequently						Frequently
Inadequately						Excellently

Examples of teacher behaviors:

(4) job satisfaction; and (5) supervision. The interview questions have been reproduced and may be found on the following pages.

Summary of the Demographic/Professional Perspectives Questionnaire Results

The Typical Graduate: A Composite Picture

Using the information received in response to the mailed questionnaire, a composite of the average 1979-80 College of Education graduate can be developed. The typical graduate:

-- is white, female, age 20-25

-- is a classroom teacher

-- has one year of teaching experience

-- completed an entire undergraduate degree at OSU

-- rates the Educational Career Services Office as "good"

-- plans to get an M.A. in Education

-- is employed in major field

-- obtained her teaching position through a personal contact

-- teaches in a middle class, suburban setting

-- has only occasional discipline problems

-- teaches students with average motivation

-- has few minority students in class

-- teaches in public schools with enrollments under 1000

-- considers herself to be an "effective" teacher

-- teaches in grades 7-12

-- is very satisfied with teaching in general and her present position in particular

-- feels her OSU education adequately prepared her for teaching

-- wants smaller classes

TEACHER INTERVIEW Direction to interviewer: Read all questions verbatim. Follow underlined directions but do not read underlined sections to respondents.

1. Think back to when you first decided to choose teaching as a profession
   a. Why did you decide to become a teacher?
   b. Why did you choose OSU?
   c. What was your program area at OSU?
   d. Why did you choose the program area you did?
   e. Are you now teaching in the program area you just mentioned?

INTERVIEWER'S COMMENTS:

The next few questions will be about your perception of the teacher program that you went through.

2. Overall, how satisfied are you now with the program you had then?

INTERVIEWER'S COMMENTS:

3. What was most useful and useless of the professional Education courses that you took during your teacher Education program?

   Probe if necessary

INTERVIEWER'S COMMENTS:

4. Can you think of areas or issues that were neglected in your program?

INTERVIEWER'S COMMENTS:

5. Can you think of areas or issues that were overemphasized in your program?

INTERVIEWER'S COMMENTS:

6. On a scale from 1 to 10, how would you rate your preparation for the realities of working with other teachers? (1 - no preparation at all; 10 - excellent preparation).

   with students_____

   with school administrators_____

   with parents_____

INTERVIEWER'S COMMENTS:

7. No preparation for any job is ever perfect. Was there any part of teaching that caught you completely by surprise after you began your employment?

   INTERVIEWER'S COMMENTS:

8. What is the most outstanding or important event you remember from your experience in:

   a) Your teacher education program?

   b) Your first year of teaching?

   Probe if necessary. An Outstanding or important event may be either positive or negative

   INTERVIEWER'S COMMENTS:

The next few questions deal with the realities of teaching.

9. Which of these three statements is closer to your viewpoint?

   a. A teacher preparation program can teach you to be a good teacher.

   b. You must teach for a while before you can be a good teacher.

   c. Good teachers are born, not made.

PROBE IF THE RESPONSE IS A LETTER SUCH AS "a. . ." "WHY DO YOU SAY THAT?"

INTERVIEWER'S COMMENTS:

10. a. What kind of teacher did you want to be when you started teaching?

    b. Have you changed your mind?

DO NOT HURRY. DO NOT CLARIFY. SAY ONLY, "THIS IS A DIFFICULT QUESTION. TAKE AS MUCH TIME AS YOU NEED TO ANSWER"

INTERVIEWER'S COMMENTS:

11. There are many ways that people learn both how and what they need to know in order to teach. Some of them are: teacher education programs, other college courses, their own experiences as students, other teachers. What has most influenced your development as a teacher? How?

    INTERVIEWER'S COMMENTS:

12. General, how satisfied are you with teaching now?

    INTERVIEWER'S COMMENTS:

13. Can you think of any instances that make you feel happy or proud to be a teacher?

    INTERVIEWER'S COMMENTS:

14. What bothers you most as a teacher?

INTERVIEWER'S COMMENTS:

15. Many teachers say that teaching produces a lot of tension and anxiety and that they need to find ways to relieve some of the pressure. Have you found some special ways to "keep sane"?

INTERVIEWER'S COMMENTS:

Whom did you identify as your supervisor when we first contacted you?

The next few questions concern the relationship between you and that person.

16. How would you characterize the working relationship between you and that person?

INTERVIEWER'S COMMENTS:

17. Do you hold values in common about teaching?

What are they?

INTERVIEWER'S COMMENTS:

18. Do you have any disagreements in values about teaching?

    What are they?

    INTERVIEWER'S COMMENTS:

19. Who has been the most helpful person to you this year? In what ways?

    INTERVIEWER'S COMMENTS:

20. These last questions concern what you may be planning for the future.

    Are you taking college courses now? Where, what, for what reason?

    INTERVIEWER'S COMMENTS:

21. How many years do you plan to teach?

    What then?

    INTERVIEWER'S COMMENTS:

This concludes our interview. PARAPHASE THIS SENTENCE: "ARE THERE ANY OTHER COMMENTS YOU WOULD CARE TO MAKE?"

-- teaches in schools where students have access to full-time or part-time guidance personnel

-- has effective discipline assistance

-- is not expected to lead extracurricular activities

-- has been evaluated by her principal 2-3 times in her first year

-- uses student feedback and improvement as a means for evaluating her teaching.

-- is helped most in her professional development by her teaching colleagues

-- receives support from her colleagues

The following specific data will detail the above profile.

Current Employment

Almost two-thirds (62.7%) of the graduates who responded to this item reported they were employed as classroom teachers. Two (.8%) were working in other school employment (counselors, nurses, etc.). An additional three (1.2%) reported being employed in post-secondary education. Of the 88 respondents who indicated they were employed in other education related occupations, 30 (54.5%) were substitute teachers, nine (16.3%) were attending graduate school, and six (10.9%) were working as tutors. Note: In many cases where the answer "other" asked respondents to "specify," some respondents chose "other" but did not specify a response or gave multiple responses. Thus there are some discrepancies between the total "other" responses and the breakdown of specific answers. For example, 88 respondents chose "other" in Table 1 below. In contrast, Table 1A only details specific responses. In addition, each Table throughout the report is a discrete unit and percentage calculations reflect this fact.

Table 1

Current Employment	Frequency	Percentage
Classroom Teaching	156	62.7
Other School Employment	2	.8
Post Secondary Education	3	1.2
Other education-related	88	35.3
Total	249	100.0

Table 1A

Other education-related (specify)	Frequency	Percentage
Substitute teaching	30	54.5
Attending graduate school	9	16.3
Tutoring	6	10.9
Teaching learning disability children in math and reading	1	1.8
Ohio School for the Blind	1	1.8
Vocational trainer	1	1.8
Remedial reading, grades 2-8	1	1.8
After-school program	1	1.8
Community college/adult education	1	1.8
Curriculum development analyst	1	1.8
Orthopedically handicapped high school program	1	1.8
Head Start teacher	1	1.8
Education consultant - health	1	1.8
Total	55	100.0

Age, Sex, and Race

As expected of recent college graduates, the overwhelming majority (84.9%) of the respondents were between the ages of 20-25. Twenty-one (7.5%) of the remaining graduates were in the 26-30 age group and eight (2.9%) more were between 31-35.

Almost eight of ten respondents (77.4%) were female, while all but eight of the respondents were white (97.1%).

Table 2

Age	Frequency	Percentage
20 - 25	237	84.9
26 - 30	21	7.5
31 - 35	8	2.9
36 - 40	5	1.8
Over 40	8	2.9
Total	279	100.0

Table 3

Sex	Frequency	Percentage
Male	63	22.6
Female	216	77.4
Total	279	100.0

Table 4

Racial-ethnic background	Frequency	Percentage
Black, non-Hispanic	4	1.4
Hispanic	0	0.0
Asian-American	0	0.0

(Continued next page)

Table 4 (cont'd)

Racial-ethnic background	Frequency	Percentage
Native American (American Indian)	3	1.1
White	270	97.1
Other	1	.4
Total	278	100.0

Years Teaching Experience

Nearly half of the graduates (43.3%) stated that they had no full-time teaching experience. Surprisingly, 49.5% of the graduates reported having one year of teaching experience. The remaining 20 graduates (7.2%) indicated they had two or more years of teaching experience. It is assumed these students had obtained a teaching degree prior to the one earned during the 1979-80 academic year.

Table 5

Years full-time teaching experience	Frequency	Percentage
None	120	43.3
One	137	49.5
Two	11	4.0
Three	2	.7
Four or more	7	2.5
Total	277	100.0

Student Transfers to Ohio State

Almost three-fourths (73.7%) of the respondents completed their entire undergraduate career at The Ohio State University. Of the 73 graduates who did transfer to OSU, 36 (49.3%) did so during their

sophomore year. The "other" category consisted of students who transferred as freshmen; who started at OSU, left, and returned; and post-degree certification students.

Table 6

Transfer student?	Frequency	Percentage
No	205	73.7
Yes, entered OSU as sophomore	36	12.9
Yes, entered OSU as junior	24	8.6
Yes, entered OSU as senior	4	1.5
Other	9	3.3
Total	278	100.0

Table 6A

Transfer student? Responses to "Other"	Frequency	Percentage
Started at OSU, transferred and did work at another college, then transferred back	3	33.3
Entered as a transfer freshman	3	33.3
Post-degree certification	3	33.3
Total	9	100.0

Quarter and Year of Graduation

As expected, over half (54.2%) of the respondents graduated in the Spring Quarter. Another 20.9% graduated Winter Quarter.

Table 7

Quarter/Year of graduation	Frequency	Percentage
Autumn 1979	48	17.6
Winter 1980	57	20.9
Spring 1980	148	54.2
Summer 1980	20	7.3
Total	273	100.0

Program Area

Over one-third (34.1%) of the respondents majored in Elementary Education. Physical Education majors accounted for 6.1% of the remaining respondents with Social Studies Education, English Education, and Music Education accounting for 5.3%, 5.0%, and 4.6% respectively. The other majors can be seen in Table 8 below.

Table 8

Program Area	Frequency	Percentage
Agriculture Education	9	3.2
Art Education	7	2.5
Biological Science Education	5	1.8
Broadcast Communications Education	1	.4
Business Education	9	3.2
Dance Education	2	.7
Dental Hygiene Education	7	2.5
Distributive Education (Voc-Tech)	5	1.8
Earth Science Education	0	0
Elementary Education	95	34.1
Elementary-Special Education	1	.4

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Table 8 (cont'd)

Program Area	Frequency	Percentage
English Education	14	5.0
English Communications Education	1	.4
Exceptional Children Education	10	3.6
Foreign Language Education	7	2.5
Health Education	9	3.2
Home Economics Education	12	4.3
Industrial Technology Education	7	2.5
Interscholastic Sports Education	0	0
Journalism Education	0	0
Mathematics Education	8	2.9
Media Education	0	0
Music Education	13	4.6
Physical Education	17	6.1
Physical Sciences Education	1	.4
Recreation Education	10	3.6
Science Education	11	3.9
Social Studies Education	15	5.3
Speech-Theatre Education	1	.4
Trade & Industrial Education	2	.7
Total	279	100.0

Educational Placement Services Rated

One hundred and five (37.8%) of the respondents reported they "did not use" the placement services. Of the remaining 62.2%, 10.4% rated the services "excellent," 34.2% reported the services as "good,"

with 14.4% and 3.2% of the respondents rating the services as "fair" and "unsatisfactory" respectively.

Table 9

Educational Personnel Placement Services	Frequency	Percentage
Excellent	29	10.4
Good	95	34.2
Fair	40	14.4
Unsatisfactory	9	3.2
Did not use services	105	37.8
Total	278	100.0

Future Professional Study

Over one-half of the respondents (57.1%) were considering pursuing a M.S. in Education. Another six (2.2%) expressed interest in a Ph.D. in Education and 12 more (4.4%) were considering a Specialist degree.

Over one-fifth of the respondents (21.6%) indicated they considered employment in fields outside of education. The most frequently mentioned areas were: business, administration, dentistry, computer technology, and psychology.

Table 10

Considering further professional study	Frequency	Percentage
Master's degree - Education	156	57.1
Doctorate degree - Education	6	2.2
Specialist degree - Education	12	4.4
Professional study - other field	59	21.6
Not considering further profess. study	40	14.7
Total	273	100.0

Table 10A

Professional study in field other than education (specify)	Frequency	Percentage
Business	11	20.7
Administration	4	7.5
MBA	3	5.6
Dentistry	3	5.6
Computer technology/programming	3	5.6
Psychology	3	5.6
Home Economics	2	3.7
M.A. Allied Medicine	2	3.7
Dietetics	2	3.7
Chemistry	2	3.7
Arts and Sciences	1	1.8
Interior design	1	1.8
Voice pathology	1	1.8
Professional ministry/seminary	1	1.8
Medical illustration	1	1.8
Law	1	1.8
Languages	1	1.8
Communications	1	1.8
Performance - music masters program	1	1.8
Industrial relations	1	1.8
International agriculture	1	1.8
Forestry	1	1.8
Anatomy	1	1.8
Government work	1	1.8
Agricultural entomology	1	1.8

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Table 10A (cont'd)

Professional study in field other than education (specify)	Frequency	Percentage
American history	1	1.8
Economics	1	1.8
Guidance	1	1.8
Total	53	100.0

Seeking a Teaching Position

Of the graduates responding who were not teaching, 46 (49.5%) reported they had sought a teaching position and 47 (50.5%) indicated they had not tried to teach. If a search was attempted, simply applying for positions was the most frequent method.

Table 11

Ever sought teaching position?	Frequency	Percentage
Yes	46	49.5
No	47	50.5
Total	93	100.0

Table 11A

Briefly describe how you went about the search:	Frequency	Percentage
Applied for positions	31	73.8
OSU Placement Office	2	4.7
Ed-Vac Sheets	2	4.7
Friends	1	2.4
Want ads	1	2.4

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Table 11A (cont'd)

Briefly describe how you went about the search:	Frequency	Percentage
Calling schools	1	2.4
Distributive Ed. Dept. assisted	1	2.4
School board	1	2.4
Background/experience	1	2.4
By substituting while finishing school	1	2.4
Total	42	100.0

Reasons For Not Teaching

Ninety-three non-teaching graduates responded to this question. One-fourth of these (25.8%) admitted there were no jobs available as their reason for not teaching. Another 19 graduates (20.4%) chose to change professions. Forty-two percent reported they were attending graduate school, had no desire to teach, or were already working full-time. The rest of the "other" responses are listed in table 12A below.

Table 12

Why not teaching at present time?	Frequency	Percentage
Chose to change professions	19	20.4
No jobs available	25	25.8
Salaries are too low	7	7.5
Not willing/unable to relocate	4	4.3
Other	39	42.0
Total	94	100.0

Table 12A

Why not teaching at present time? Responses to "Other"	Frequency	Percentage
Attending graduate school	12	32.4
No desire	4	10.8
Working full-time job	3	8.1
No jobs available in desired area	3	8.1
Prefer non-teaching position	2	5.4
Not in "teaching" area (i.e., recreation therapy)	2	5.4
Child to care for	2	5.4
Only want to work part-time	1	2.7
Married	1	2.7
Remained in nursing	1	2.7
International Work Exchange	1	2.7
Substitute teaching	1	2.7
Farming temporarily	1	2.7
Will teach later	1	2.7
Professional golfer	1	2.7
Not certified	1	2.7
Total	37	100.0

Regret Not Teaching

Over two-thirds (68.9%) of the non-teaching graduates stated they did not regret the fact they were not teaching.

Table 13

Regret that you are not teaching now?	Frequency	Percentage
Yes	28	31.1
No	62	63.9
Total	90	100.0

Current Jobs

Of the 93 non-teaching respondents, the jobs most frequently held were substitute teaching 18.3%, full-time graduate student 10.8%, and housewife/mother 6.5%.

Table 14

Job currently holding	Frequency	Percentage
Substitute teaching	17	18.3
Graduate student	10	10.8
Housewife/mother	6	6.5
Sales/sales management	5	5.4
Dental hygienist	4	4.3
Restaurant/bar employee/manager	4	4.3
Secretary/receptionist/typist	4	4.3
Tutor	3	3.2
U.S. Army	3	3.2
Farmer	3	3.2
Clerk	2	2.2
Computer programmer	2	2.2
Curriculum consultant/developer analyst	2	2.2
Professional athlete	2	2.2

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Table 14 (cont'd)

Job currently holding	Frequency	Percentage
Program/activities director	2	2.2
Recreational/activity therapist	2	2.2
Unemployed	2	2.2
Assistant head nurse	1	1.1
Assistant product engineer	1	1.1
Bank teller	1	1.1
Chemist	1	1.1
Commercial driver training instructor	1	1.1
Contracts coordinator	1	1.1
Entertainer	1	1.1
Factory	1	1.1
Graphic artist	1	1.1
Health education consultant	1	1.1
Interior design	1	1.1
Margin credit analyst	1	1.1
Personnel consulting	1	1.1
Photography studio manager	1	1.1
Pro shop assistant (golf)	1	1.1
Public relations	1	1.1
Quality control supervisor	1	1.1
Research assistant	1	1.1
State government cashier	1	1.1
Technical writer/editor	1	1.1
Total	93	100.0

Happy in Current Position

Over three-fourths (78.4%) of these respondents indicated they were happy in their current position.

Table 15

Are you happy in this position?	Frequency	Percentage
Yes	69	78.4
No	19	21.6
Total	88	100.0

Usefulness of Education Degree

Of the 88 graduates who responded to this question over one-half (58.0%) indicated that their Education degree directly helps them in their current position. An additional 6.8% reported they needed a B.A. for their job, but they don't directly apply what they learned to their position. Those who indicated that their Education degree was not necessary for their job totaled 13.6%.

The most frequent "other" answer was that the Education degree was indirectly useful and that the individual was a "better person" for gaining the degree.

Table 16

Has Education degree been useful?	Frequency	Percentage
Yes, directly helps in job	51	58.0
Yes, needed BA to get job, but don't directly apply it in job	6	6.8
No, could have majored in anything	12	13.6
Other	19	21.6
Total	88	100.0

Table 16A

Has Education degree been useful? Responses to "Other"	Frequency	Percentage
Helps indirectly	7	63.6
Better person for it	2	18.1
Degree shows potential	1	9.1
Very useful	1	9.1
Total	11	100.0

Current Educational Employment

Slightly more than three-fourths (77.0%) of the respondents to this question reported being employed in their major field, while only 4.6% indicated being employed in their minor field.

When "employed in another field" was chosen (13.3%), the most frequent positions mentioned were substitute teaching and learning disabilities. If "not applicable" was the respondent's choice (5.1%), substituting was again the most frequent response.

Table 17

Current position	Frequency	Percentage
Employed in major field	151	77.0
Employed in minor field	9	4.6
Employed in other field	26	13.3
Not applicable	10	5.1
Total	196	100.0

Table 17A

Employed in field other than those prepared for at OSU (specify)	Frequency	Percentage
Substitute teaching	10	43.5
Learning disabilities	5	21.7
Health, science, reading	1	4.3
Remedial reading	1	4.3
Remedial math	1	4.3
Kindergarten	1	4.3
Coaching	1	4.3
Tutor	1	4.3
5th grade and junior high Home Ec.	1	4.3
English	1	4.3
Total	23	100.0

Table 17B

Not applicable (explain)	Frequency	Percentage
Substituting in all subjects	7	70.0
Employed in both major and minor field	1	10.0
Teach all subjects	1	10.0
Coach in area where no instruction was received	1	10.0
Total	10	100.0

Help in Securing Employment

One-fifth of the graduates (21.3%) who answered this question reported that the placement office was most helpful in securing employment. The next most frequent responses were having a dual major (14.6%),

a faculty member (12.4%) and the department chairperson (4.5%). However, almost half of the respondents (47.2%) listed "other" and specified a wide range of answers. The responses mentioned most often were: using their own resources, substitute teaching, the student teaching placement, a friend's help, prior contact with the district, and the student-teaching cooperating teacher.

Table 18

Most helpful in securing employment	Frequency	Percentage
College of Education faculty member	22	12.4
Department/program chairperson	8	4.5
Educational Personnel Placement Office	38	21.3
Preparation in more than one area	26	14.6
Other	84	47.2
Total	178	100.0

Table 18A

Most helpful in securing employment Responses to "Other"	Frequency	Percentage
Own resources	32	39.0
Substitute teaching	9	10.9
Student teaching placement	6	7.3
Help of friend	5	6.1
Background/experience	4	4.9
Prior contact with district	4	4.9
Student teaching cooperating teacher	4	4.9
Prayed hard for job/Christian background	2	2.4
Outside reference	2	2.4

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Table 18A (cont'd)

Most helpful in securing employment Responses to "Other"	Frequency	Percentage
Human relations approach program	1	1.2
Local school district	1	1.2
Academic advisor	1	1.2
Spouse	1	1.2
Faculty of Education for exceptional children	1	1.2
Principal where student teaching was done	1	1.2
Spouse's principal	1	1.2
Coaching	1	1.2
Teaching before completing school	1	1.2
Education degree	1	1.2
Relative employed by district	1	1.2
Contacted by school	1	1.2
Faculty outside of education	1	1.2
Volunteer involvement led to job	1	1.2
Total	84	100.0

Obtaining First Teaching Position

As in the preceding question, the largest number (29.8%) of graduates responding to this question, picked "other" as their answer. In this group the most frequent answers were: applied for and received interview, still substitute teaching, prior contact with district, and prior experience.

Of the remaining 70.2%, 27.8% gave personal contact as their response. Substitute teaching was the route to a permanent position for 20.4% of the respondents and 12.6% more obtained their current

positions through the efforts of the College placement office.

Table 19

How was first teaching position obtained?	Frequency	Percentage
Found job in student teaching district	18	9.4
Began as substitute, later hired full-time	39	20.4
Personal contact (friends, relatives)	53	27.8
Placement office/other college assistance	24	12.6
Other	57	29.3
Total	191	100.0

Table 19A

How was first teaching position obtained? Responses to "Other"	Frequency	Percentage
Applied for and received interview	32	57.1
Still substitute teaching	10	17.9
Prior contact with district	5	8.9
Experience	3	5.3
Through job fair	1	1.8
Referral from one school to another	1	1.8
Principal recommendation	1	1.8
Reputation--position offered	1	1.8
Classified ads	1	1.8
Diocese of Columbus	1	1.8
Total	56	100.0

Student Teaching Location

Ninety-nine respondents (51.0%) indicated they student taught in

a suburban location while just under one-third of the graduates (30.9%) student taught in an urban setting. The remaining 35 respondents (18.1%) student taught in rural areas.

Table 20

Student teaching location	Frequency	Percentage
Urban	60	30.9
Suburban	99	51.0
Rural	35	18.1
Total	194	100.0

Student Teaching Discipline

Well over half of the graduates (61.2%) reported they had only occasional discipline problems during student teaching. Nearly one-third (32.7%) indicated no problems and another 6.1% admitted to many discipline problems.

Table 21

Student teaching class discipline	Frequency	Percentage
No problems	64	32.7
Occasional problems	120	61.2
Many problems	12	6.1
Total	196	100.0

Type of Students

To this question, the graduates were allowed to respond with more than one answer. Nearly one-third (32.2%) of the 180 respondents reported parent concern for learning most frequently. 27.2% of the

graduates admitted that most of their students (during student teaching) were below grade level in reading and another 8.9% characterized their students as independent workers.

When a combination answer was given, concerned parents and independent students appeared most often (22.2%).

Table 22

Student teaching: Type of students	Frequency	Percentage
Parents very concerned about learning	58	32.2
Most below grade level in reading	49	27.2
Independent workers	16	8.9
Below grade level reading/independent workers	5	2.8
Parents concerned/independent workers	40	22.2
Parents concerned/below grade level reading	5	2.8
Parents concerned/below grade level reading/independent workers	7	3.9
Total	180	100.0

Student Teaching Success

The overwhelming majority of the respondents (85.3%) reported their student teaching was successful. Another 13.2% indicated it was somewhat successful and only three (1.5%) of the respondents admitted their student teaching was unsuccessful.

Table 23

My student teaching was:	Frequency	Percentage
Successful	168	85.3
Somewhat successful	26	13.2
Unsuccessful	3	1.5
Total	197	100.0

Current Teaching Location

As during student teaching, over one-third (37.4%) of the graduates who responded to this question reported teaching in a suburban school. Another 35.4% teach in an urban setting, and the balance 27.2% teach in a rural area.

Table 24

Current teaching location	Frequency	Percentage
Urban	69	35.4
Suburban	73	37.4
Rural	53	27.2
Total	195	100.0

Typical Student Motivation

Over one-half (58.5%) of the teaching respondents indicated their students were of average motivation. Nearly one-fourth (24.6%) reported teaching students of low motivation and only 16.9% admit their students are highly motivated.

Table 25

Current teaching: student motivation	Frequency	Percentage
High	33	16.9
Average	114	58.5
Low	48	24.6
Total	195	100.0

Current Classroom Discipline

Apparently discipline problems do not change much from student

teaching to first year teaching, or at least this is what the respondents told us. 61.7% of the teachers reported only occasional discipline problems (a very similar figure to the student teaching situation). A smaller group (28.1%) reported no problems and 10.2% indicated many discipline problems.

Table 26

Current teaching classroom discipline	Frequency	Percentage
No problems	55	28.1
Occasional problems	121	61.7
Many problems	20	10.2
Total	196	100.0

Parent Participation

Exactly one-half (50.0%) of the respondents currently teaching rated the participation of their students' parents as "moderate" while 27.7% rated such activities as "low" and only 22.3% rated the parents' participation as "high."

Table 27

Current teaching: parent participation	Frequency	Percentage
High	42	22.3
Moderate	94	50.0
Low	52	27.7
Total	188	100.0

Typical Socio-Economic Status of Students' Families

When asked to rate their students' families for SES, almost two-thirds of the teaching graduates (65.1%) reported their pupils' families as "middle." Only 12 (6.3%) of the respondents rated the families of their students as "upper" while over one-fourth (28.6%) assigned the designation "lower" to the families of their pupils.

Table 28

Current teaching: SES of families	Frequency	Percentage
Upper	12	6.3
Middle	123	65.1
Lower	54	28.6
Total	189	100.0

Racial Mix of Students

Nearly two-thirds (62.0%) of the teaching respondents reported teaching in schools with "few minority students." Another one-third (32.6%) have "some minority" students with the rest (5.4%) teaching classes which are composed of "predominantly minority" students.

Table 29

Current teaching: racial mix	Frequency	Percentage
Few minority students	116	62.0
Some minority, some white	61	32.6
Predominantly minority	10	5.4
Total	187	100.0

Type of Students

Of the responding first year teachers, 42.8% report their students below grade level in reading. One-fourth (27.4%) indicated a high level of parent concern for learning and 4.8% of the teachers characterize their students as independent workers. Since the teachers could respond to more than one of the above choices, additional data was generated. Of the remaining 42 respondents to this question, 26 (15.5%) reported both parent concern and independent student workers, while only two (1.2%) chose all three answers as representative.

Table 30

Current teaching Type of students	Frequency	Percentage
Parents very concerned about learning	46	27.4
Most below grade level in reading	72	42.8
Independent workers	8	4.8
Below grade level reading/independent workers	4	2.4
Parents concerned/independent workers	26	15.5
Parents concerned/below grade level reading	10	5.9
Parents concerned/below grade level reading/independent workers	2	1.2
Total	168	100.0

School Size

One hundred seventy-nine (179) teachers responded to this question. Of these, 74 (41.3%) reported teaching in schools of 500-1000 students, while 73 (40.8%) teach in schools under 500 students. The remaining 32 (17.9%) are employed in large schools over 1000 students.

Table 31

Current teaching: school size	Frequency	Percentage
Under 500	73	40.8
500 - 1000	74	41.3
Over 1000	32	17.9
Total	179	100.0

School Type

Overwhelmingly, the teaching respondents work in public schools (84.2%). Another 11.1% teach in private schools.

Table 32

Current teaching: school type	Frequency	Percentage
Public	160	84.2
Private	21	11.1
Other	9	4.7
Total	190	100.0

Type of Classroom

As expected, the vast majority (85%) of the first year teachers have "self-contained" classrooms, 3.8% of the respondents indicated teaching in an "open" environment, while 11.2% reported they taught in "other" types of classrooms. Unfortunately, these teachers did not specify what they meant by this choice.

Table 33

Current teaching: type of class	Frequency	Percentage
Self-contained	159	85.0
Open	7	3.8
Other	21	11.2
Total	187	100.0

Teaching Effectiveness

At this point, the graduates were asked to rate their teaching effectiveness. Of the 186 teachers who responded, 120 (64.5%) rated their teaching "effective." Over one-third (35.0%) stated their teaching was only "somewhat effective" and one (0.5%) teacher assigned an "ineffective" rating to his teaching.

Table 34

Your teaching now is:	Frequency	Percentage
Effective	120	64.5
Somewhat effective	65	35.0
Ineffective	1	.5
Total	186	100.0

Grade Level Taught

Nearly one-half (44.1%) of the first year teachers taught in grades 7-12. Another one-third (34.4%) taught in grades 1-6. The remaining teachers were employed in pre-kindergarten or kindergarten (5.1%), special education classes (7.2%), adult, post-secondary education (1.5%), or "other" (7.7%). If "other" was chosen, some of the answers were "all ages," "grades 6-8," "grades 9-12," etc.

Table 35

Grade level currently teaching	Frequency	Percentage
Pre-kindergarten or kindergarten	10	5.1
Grades 1 - 6	67	34.4
Grades 7 - 12	86	44.1
Special education classes	14	7.2
Adult or post-secondary classes	3	1.5
Other	15	7.7
Total	195	100.0

Table 35A

Grade level currently teaching Responses to "other"	Frequency	Percentage
All ages	4	30.7
Middle school (grades 6-8)	3	23.1
Grades 9-12	2	15.4
Kindergarten to grade 12	1	7.7
Grades 5-12	1	7.7
Remedial--grades 1-8	1	7.7
Vocational education grade 12	1	7.7
Total	13	100.0

Attitude Toward Teaching

Again, the overwhelming (84.1%) majority of the graduates who were teaching reported being either "very satisfied" or "somewhat satisfied" relative to teaching in general. Only 15.9% of the teachers held "neutral" or "somewhat dissatisfied" attitudes toward teaching. No teacher was "very dissatisfied" with teaching.

Table 36

Attitude toward teaching in general	Frequency	Percentage
Very satisfied	85	43.6
Somewhat satisfied	79	40.5
Neutral	8	4.1
Somewhat dissatisfied	23	11.8
Very dissatisfied	0	0.0
Total	195	100.0

Attitude Toward Present Position

In contrast to teaching in general, attitudes toward specific teaching positions were not quite as good. Still, a majority (71.6%) of the respondents were either "very" or "somewhat satisfied" with their jobs. However, 23.7% were "neutral" or "somewhat dissatisfied" and nine (4.7%) admitted to being "very dissatisfied" with their current teaching position.

Table 37

Attitude toward present position	Frequency	Percentage
Very satisfied	72	37.1
Somewhat satisfied	67	34.5
Neutral	21	10.8
Somewhat dissatisfied	25	12.9
Very dissatisfied	9	4.7
Total	194	100.0

Preparation for Teaching

Three-fourths of the teachers (75.1%) reported that the College of Education adequately prepared them for teaching. The remaining 47 (24.9%) teachers felt their preparation was inadequate, and specified most frequently the following areas: classroom management, more preparation for "real" teaching, planning, more subject matter courses, and dealing with mainstreaming.

Table 38

Overall, the College of Education	Frequency	Percentage
Adequately prepared you to teach	142	75.1
Inadequately prepared you to teach	47	24.9
Total	189	100.0

Table 38A

Specify areas of inadequate preparation	Frequency	Percentage
Classroom management/discipline	29	48.3
Not enough "reality"	7	11.6
Planning/organization	6	10.0
Educational methods over-emphasized at expense of subject matter	4	6.6
Dealing with mainstreaming (paperwork, IEP, referrals)	3	5.0
Audio-visual use	2	3.3
Science, math	1	1.7
Dealing with administration	1	1.7
Grading system	1	1.7
Not enough grammar	1	1.7

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Table 38A (cont'd)

Specify areas of inadequate preparation	Frequency	Percentage
Dealing with a lack of funds	1	1.7
Little preparation for middle school teaching	1	1.7
Distributive education program no help	1	1.7
Counseling services	1	1.7
Dealing with parents, colleagues	1	1.7
Total	60	100.0

Upgrading Teacher Effectiveness

Over one-third (39.2%) of the teaching respondents reported that having "fewer or smaller classes" would be most helpful in upgrading their effectiveness. The responses "more support from school personnel," "more lesson preparation time," and "better professional preparation" were selected by 16.5%, 16.5%, and 15.3% of the respondents respectively. Those who selected "other" (12.5%) most frequently answered "obtaining a full-time position," "more discipline preparation," "new books for instruction," and "more time in the day."

Table 39

Factor that would most help to upgrade your effectiveness as a teacher	Frequency	Percentage
Fewer or smaller classes	69	39.2
Better professional preparation	27	15.3
More support from other school personnel	29	16.5
More lesson preparation time	29	16.5
Other	22	12.5
Total	176	100.0

Table 39A

Factor that would most help to upgrade your effectiveness as teacher Responses to "Other"	Frequency	Percentage
Obtaining a full-time teaching position	5	26.3
More preparation for discipline problems	3	15.8
Need books for instruction	2	10.5
More time in the day	2	10.5
Being older--students relate as if a peer	1	5.2
Establishing own rules	1	5.2
Nothing	1	5.2
Specific set of guidelines for state auxiliary teachers in parochial schools	1	5.2
Parental support	1	5.2
More experience	1	5.2
Further education	1	5.2
Total	19	100.0

Guidance Staff Availability

Just over one-fourth (25.9%) of the teaching graduates selected "available to students full-time." Another 24.3% reported part-time student guidance help; and 4.5% indicated that a member of the guidance staff was available to work with parents. Lastly, 11.9% of the respondents admitted no guidance assistance services were offered to either parents or students in their schools.

Table 40

Availability of school guidance staff	Frequency	Percentage
Available to work with parents	8	4.5
Available to students full-time	46	25.9
Available to students part-time	43	24.3
No services offered	21	11.9
Other	6	3.4
Total	124	100.0

Table 40A

Availability of school guidance staff Responses to "Other"	Frequency	Percentage
Two available--unsure of purpose	1	33.3
Full-time for parents and students	1	33.3
Not known	1	33.3
Total	3	100.0

Assistance With Discipline Problems

One hundred thirteen (113) of the 187 teaching graduates (60.4%) responded to this question that discipline assistance was "available and effective." Thirty (30) respondents (16.0%) reported that "assistance was available only in extreme circumstances" and an additional two teachers (1.1%) admitted "no discipline assistance was available." Finally, four teaching graduates (2.2%) stated that they "needed no assistance" and two others (1.1%) indicated discipline assistance was "weak and ineffective."

Table 41

Assistance received with discipline problems	Frequency	Percentage
Assistance available and effective	113	60.4
Assistance available only in extreme circumstances	29	15.5
No assistance available	2	1.1
Assistance available, but request for assistance viewed as weakness of teacher	30	16.0
Other	13	7.0
Total	187	100.0

Table 41A

Assistance received with discipline problems Responses to "Other"	Frequency	Percentage
Need no assistance	4	40.0
Varies by school (substitute)	3	30.0
Assistance weak, ineffective	2	20.0
Confused, too many procedures	1	10.0
Total	10	100.0

Supervision of Extracurricular Activities

For the majority of the respondents (61.7%) extracurricular activities supervision was "completely voluntary." Thirty-one (31) of the teachers (19.1%) stated this supervisory function was "expected by the school administration" and for 16 (9.9%), supervision of extracurriculars was "required." Finally, in 15 cases (9.3%) employment was dependent on supervising an extracurricular activity.

Table 42

Supervision of extracurricular activities	Frequency	Percentage
Completely voluntary	100	61.7
Expected by school administration	31	19.1
Required by school administration	16	9.9
Condition of employment with district	15	9.3
Total	162	100.0

Evaluation of Teaching

Close to three-fourths (72.7%) of the teaching graduates were formally evaluated by a "principal/administrator." For 13.1% of the respondents, the "department head" performed their teaching evaluations. "Teaching colleagues," "curriculum specialist," and "students" were reported by 5.1%, 3.4%, 1.1% of the first year teachers respectively. Of those teachers who listed "other" as their choice (4.6%), the "state supervisor" was most frequently mentioned.

Table 43

Who had primary responsibility for evaluating your teaching?	Frequency	Percentage
Teaching colleagues	9	5.1
Department head	23	13.1
Students	2	1.1
Curriculum specialist	6	3.4
Principal/administrator	128	72.7
Other	8	4.6
Total	176	100.0

Table 43A

Who had primary responsibility for evaluating your teaching? Responses to "Other"	Frequency	Percentage
State supervisor	3	33.3
Assistant superintendent	1	11.1
Have not been evaluated	1	11.1
Elementary supervisor	1	11.1
Passed out own questionnaires/evaluations	1	11.1
Principal from another school	1	11.1
School president	1	11.1
Total	9	100.0

Frequency of Evaluation

Sixty-eight (68) of the 170 first year teaching graduates (40.0%) had been observed and evaluated "2-3 times." Forty-four (44) (25.9%) more were evaluated "1 time," and an additional 31 (18.2%) had never been observed and evaluated related to teaching. Twenty-seven (27) of the teachers (15.9%) reported having either "4-6" or "more than 6" formal teaching evaluations.

In addition, 28 of the respondents (39.4%, N=71) to the question "How many more times will you be evaluated this year?" reported they would be evaluated "2 times." Thirty-six (36) teachers (50.8%) indicated they would be evaluated either "0 times" or "1 time" more before the year ended. Finally, seven of the teaching graduates (9.8%) stated they expected to be evaluated three, four, or five more times this year.

Of those teachers (7.1%) who chose "other," "students enthusiasm/ interest" and the "quantity/quality of student work" appeared most frequently.

Table 46

Means most often used to evaluate own teaching effectiveness	Frequency	Percentage
Student test scores	42	23.0
Colleagues' feedback	29	15.8
Students' feedback	47	25.7
Student improvement	52	28.4
Other	13	7.1
Total	183	100.0

Table 46A

Means most often used to evaluate own teaching effectiveness Responses to "Other"	Frequency	Percentage
Students' enthusiasm/interest	4	33.3
Quantity/quality of students' work	3	25.0
Feeling of satisfaction	2	16.7
Parent feedback	1	8.3
Number of times called to substitute	1	8.3
Personal standards	1	8.3
Total	12	100.0

Most Help to Professional Development

When asked to indicate the people who were most helpful to their professional development, 60.8% of the teaching graduates indicated

their "teaching colleagues" as most helpful. Another 19.3% reported their administrators helped to promote professional development and 9.9% stated that either a "department head" or "counselor" contributed substantial assistance. If the respondents specified an answer other than those provided, the most frequent choices for most help in professional development were: "past teachers in college," "myself," and "a supervisor."

Table 47

Who has been most helpful to your professional development?	Frequency	Percentage
Administrators	35	19.3
Teaching colleagues	110	60.8
Department head/curriculum specialist	17	9.4
Counselor	1	.5
Other	18	10.0
Total	181	100.0

Table 47A

Who has been most helpful to your professional development? Responses to "Other"	Frequency	Percentage
Past teachers in college	2	13.3
No one/self	2	13.3
Supervisor	2	13.3
Fiance	1	6.7
Coursework at OSU	1	6.7
State supervisor	1	6.7
Students	1	6.7

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Table 47A (cont'd)

Who has been most helpful to your professional development? Responses to "Other"	Frequency	Percentage
Spouse	1	6.7
Student teaching cooperating teacher	1	6.7
Advisory committee	1	6.7
Coaches	1	6.7
Student teaching	1	6.7
Total	15	100.0

Key Person Providing Support

Just over one-half of the teaching graduates (55.2%) reported that a "fellow teacher" was the key person who provided support during their first year. "Relatives" and "administrators" were indicated by 21.3% and 17.8% of the respondents respectively as key persons providing support. Only 2.3% of the teachers said a "counselor" was a key person in their first year. Other supervisors, spouses, and college professors were chosen as key support people by only 3.4% of the respondents.

Table 48

First year key person	Frequency	Percentage
Fellow teacher	96	55.2
Relative/friend	37	21.3
Administrator/instructional coordinator	31	17.8
Counselor	4	2.3
Other	6	3.4
Total	174	100.0

Table 48A

First year key person Responses to "Other"	Frequency	Percentage
Supervisor	2	40.0
Spouse	1	20.0
State supervisor	1	20.0
Education faculty professors	1	20.0
Total	5	100.0

Major Attractions of Teaching

The graduates were asked what the major attractions of education/teaching were for them when they decided to enter teaching. A total of 228 separate comments were received from 167 respondents and were placed into five categories. Over one-half of the responses (57.9%) indicated the desire to "work with children" and "help them learn" as being a major attraction to teaching. "Personal enjoyment/satisfaction" was cited in 22.8% of the responses with "hours/vacations," "the importance of education," and "teachers/relatives as source of inspiration" appeared in 11.4%, 5.3%, and 2.6% of the responses respectively.

Table 49

Major attractions of teaching	Frequency	Percentage
Opportunity to work with children/ help them learn	132	57.9
Personal enjoyment/satisfaction	52	22.8
Hours/vacations/working conditions	26	11.4
Importance of education	12	5.3
Teachers/relatives source of inspiration	6	2.6
Total	228	100.0

General Comments

The final item on the questionnaire asked for any general comments the graduates might have about OSU or the College of Education. One hundred seventy-four separate comments were received from the 160 graduates who responded to the question, and fell generally into four categories. Nearly one-half of the respondents (48.3%) felt they were well prepared for teaching upon graduation or otherwise had complementary statements to make concerning the College. The other half of the respondents voiced some misgivings. 19.5% of the graduates felt there were not enough field experiences in their program area. Another 14.4% felt that they had been inadequately prepared in certain areas (e.g., discipline, teaching of reading, parent relations, etc.). The last group, 17.8% of the respondents expressed some dissatisfaction with one or more components of their college career (e.g., poor instruction, irrelevant coursework, lack of appropriate counselors, etc.). In general, the comments were about equally split between praise and criticism for the College of Education and OSU.

Table 50

General comments	Frequency	Percentage
Preparation for teaching good/ excellent	84	48.3
Not enough field experience	34	19.5
Dissatisfied	31	17.8
Preparation for teaching inadequate	25	14.4
Total	174	100.0

Interview Results

Since the College of Education is quite large and graduates over 1000 students with B.S. degrees each year, it would be impossible to interview and observe each one. However, in order to provide additional data and get a more complete view of the graduates of the College of Education, it was decided to visit a group of 50 first year teachers living in the Columbus area. In this way, information was gathered in three modes: (1) the mailed questionnaire; (2) private interviews conducted with the 50 teachers above; and (3) in-class observations of those teachers.

The visits to the schools were begun in March 1981. All the teachers interviewed had graduated in the 1979-80 academic class and were teaching in the Columbus area (city proper or suburbs). All the interviews/observations were conducted by a staff member of the Follow-Up Project. The teachers were not picked in a random fashion, but were chosen on the basis of (1) grade level; (2) type of school; (3) academic area of preparation; and (4) willingness to participate. Using this approach, it was desired that as many different types of teaching situations as possible would be represented.

The results of the teacher interviews will be presented first. Basically, the interview questions represented five different areas of investigation. These were: (1) Demographics; (2) Undergraduate Program; (3) Induction; (4) Job Satisfaction; and (5) Supervision. Each of these themes will be presented separately for ease of interpretation.

Demographics

This theme was represented by the first question (consisting of

five parts) on the interview form. The teachers were asked to think back to when they first decided to choose teaching as a profession, and then react to different items.

1) To the first item "Why did you decide to become a teacher?" the most popular reply was that the individual enjoyed working with students and young people. Twenty-one (21) of the teachers responded in this way. The next closest answer was that their parents were teachers or had influenced their choice of profession. Nine gave this answer. The rest of the responses given to this question can be seen in Table 51. Note that while only 50 teachers were interviewed, responses given occasionally total more than 50. This occurs because many of the teachers gave multiple answers to this and other questions.

Table 51

Choice to become teacher	Frequency	Percentage
Enjoy students	21	33
Parental influence	9	14
Former teaching experience	8	12
Teacher influence	6	9
Good school experience	6	9
Pay/vacations	6	9
Felt need to teach	3	5
Former work experience	2	3
Enjoy teaching	1	1.5
Peer influence	1	1.5
Was second choice	1	1.5
Bad school experience	1	1.5
Total	65	100.0

It seems that the decision to become a teacher in most cases was made prior to the individual entering college, and was not a lightly made decision. For only one person was a teaching career his second choice as a profession. Previous teaching experiences (tutoring in high school, Sunday school, etc.), and having had good teachers and good school experiences all seem to contribute to the decision.

2) The second question was "Why did you choose OSU?" To this question the overwhelming response was that OSU was close to home (39%). This answer was followed by that OSU had a good reputation (18%) and that it was relatively affordable (17%). Table 52 contains the total responses given to this question.

Table 52

Why OSU?	Frequency	Percentage
Proximity	25	39
Good reputation	12	18
Low cost	11	17
Varied curriculum/program	5	8
Parents' school	3	5
Extracurriculars	2	3
Friend attending	2	3
Escape from home	2	3
Good faculty	1	2
Suggested by counselors	1	2
Total	64	100.0

3) The results of the question "What was your program area at OSU?" can be seen in Table 53.

Table 53

Program area at OSU	Frequency	Percentage
EMCE	19	38
Science/Math	7	14
Social Studies	4	8
Business Education	3	6
EMR	3	6
Music	3	6
Speech/Communications	3	6
English	2	4
Foreign Language	2	4
Distributive Education	1	2
Home Economics	1	2
Industrial Education	1	2
Physical Education	1	2
Total	50	100

4) The question "Why did you choose the program area you did?" produced two major answers. Eighteen (18) of the teachers said they liked the age group they were teaching, and 16 said it was their enjoyment of the subject matter that helped with the decision. Table 54 shows the complete answers to the question.

Table 54

Choice of program area	Frequency	Percentage
Likes age group	18	36
Enjoy subject matter	16	32
Previous experience in area	8	16
No reason	3	6
Related to former major	2	4
FEEP Program influence	1	2
Parental influence	1	2
Like varied curriculum	1	2
Total	50	100

It is interesting to note that the majority of the teachers choose their program area on the basis of the students they would work with or the subject matter involved, not because of various external factors.

5) Overwhelmingly, the teachers interviewed are teaching in the program area they majored in, as can be seen in Table 55.

Table 55

Presently teaching in program area	Frequency	Percentage
Yes	47	94
No	3	6
Total	50	100

Also included in this section are two questions concerning the future plans of the teachers interviewed. To the question "Are you taking college courses now?" 39 teachers responded "no" and 11 responded "yes." Of those who said no, most admitted that they didn't have the

time to take courses during their first year of teaching, but hoped to take some at a future date.

The teachers taking courses all were enrolled at The Ohio State University. The courses show quite a diversity of interest, as can be seen in Table 56.

Table 56

What courses?	Frequency	Percentage
Discipline	2	18
Guidance	2	18
Business	1	9
Child literature	1	9
EMCE	1	9
Exceptional children	1	9
Foundations and Research	1	9
Math	1	9
Music	1	9
Total	11	100

In addition, the most popular reason given for taking additional college courses was to work toward an advanced degree. Self-improvement was also cited as a motivation to continue college work.

Table 57

For what reason?	Frequency	Percentage
MA	5	46
Self-improvement	3	27
MBA	1	9

(Continued next page)

Table 57 (cont'd)

For what reason?	Frequency	Percentage
Ph.D.	1	9
Like school	1	9
Total	11	100

When asked "How many years do you plan to teach?" 15 teachers responded they planned to make it a permanent career and 12 more plan to stay in teaching at least five years before making a decision about changing professions. Only two teachers said they would not continue in teaching after the close of the current school year (1980-81). A sense of dedication to the profession, and a willingness to give it a chance seem evident. Other responses to the question are listed in Table 58.

Table 58

How many years do you plan to teach?	Frequency	Percentage
Permanent	15	30
Do not know	13	26
At least five	12	24
Ten years	5	10
Three to four	3	6
This year is it	2	4
Total	50	100

Furthermore, of the teachers who had thought about changing careers at some future date, eight responded that some sort of work in business

was what they would choose. Four wanted to start a family and five more did not know what they would go into. The rest said they wanted to remain in education, but not in public school teaching and cited counseling/guidance (14%), college teaching (7%), administrative work (7%), or research (4%) as career choices. Table 59 illustrates these answers.

Table 59

What then?	Frequency	Percentage
Business	8	29
Do not know	5	18
Counseling/guidance	4	14
Family	4	14
Administration	2	7
College teaching	2	7
MA	2	7
Research	1	4
Total	28	100

Academic Program

This area of investigation is represented by six questions in the interview. The first question was simply "How satisfied are you now with the undergraduate teacher program you had?" The responses to this question are interesting. While fully 32 (64%) of the teachers were either very satisfied or fairly satisfied with their program, another 13 were only satisfied and still another five were dissatisfied. These last two categories comprise 36% of the total and indicate that the academic program for a substantial number of teachers is not

fulfilling their needs.

Table 60

Satisfaction with program	Frequency	Percentage
Very satisfied	14	28
Fairly satisfied	18	36
Satisfied	13	26
Dissatisfied	5	10
Total	50	100

The next question asked the teachers "What was the most useful and useless of the professional education courses that you took during your teacher education program?" The answers to this question obviously fall into two categories.

Most Useful

By far, the teachers considered student teaching their most useful course, and identified it as such 22 times (40%). The next most useful courses were methods (29%), introduction to education (14%), and practicum courses (9%). Obviously the emphasis here is on courses which give practical or field experiences to the student, and should not be a surprise. Apparently, teachers still view practical experiences in the classroom as the most beneficial learning setting.

Table 61

Useful professional education courses	Frequency	Percentage
Student teaching	22	40
Methods	16	29

(Continued next page)

Table 61 (cont'd)

Useful professional education courses	Frequency	Percentage
Education: F&R 435	8	14
Practicum	5	9
Elementary reading	2	4
History of Education	1	2
Language/Arts	1	2
Total	55	100

Most Useless

This section was lead by courses in History and Philosophy of Education. Teachers chose these courses as most useless 32 times. The apparent reason for this is that these courses lacked any practical application or vital information for the beginning teacher, and were therefore judged to be useless. Interestingly, specific methods (those in the various academic areas) were identified ten times as most useless. This stands in opposition to the information above where methods were chosen as useful. It seems there is some disagreement on the usefulness of these courses. It may be the case that while some are sound, others are not. Again, this should come as no surprise.

Table 62

Useless professional education courses	Frequency	Percentage
History/Philosophy of Education	32	57
Specific Methods	10	18
Educational Psychology	5	9
General Methods	4	7

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Table 62 (cont'd)

Useless professional education courses	Frequency	Percentage
FEEP	3	5
Reading	1	2
Seminars	1	2
Total	56	100

Following this line of inquiry, the teachers were next asked "Can you think of areas or issues that were neglected in your program?" Again, one answer predominated with the need for more work in the area of discipline/management being mentioned 31 times (30%). Additional areas that seem to have been neglected include organizational skills (14%), curriculum and lesson planning (10%), working with administrators (6%), locating and using A-V materials (6%), teacher roles (5%), and surprisingly, real classroom experience (5%). This last answer is interesting in that while many teachers find field experience valuable, only a few indicated that these experiences were neglected in their college program. Apparently, there are other areas and issues that need more attention. The complete list is available in Table 63.

Table 63

Neglected areas in program	Frequency	Percentage
Discipline/Management	31	30
Organization skills (paperwork)	15	14
Curriculum/lesson planning	11	10
Working with administration	6	6
Location/use of A.V. materials	6	6

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Table 63 (cont'd)

Neglected areas in program	Frequency	Percentage
Teacher roles	5	5
Real classroom experience	5	5
Learning theory	4	4
Parent/teacher relations	4	4
Communication skills	2	2
Mainstreaming	2	2
Teacher stress	2	2
Teaching reading	2	2
Testing	2	2
None	2	2
Counseling approaches	1	1
Dealing with apathy	1	1
First Aid training	1	1
Lecture approach	1	1
Total	103	100

In a similar manner, the teachers were then asked to respond to "Can you think of areas or issues that were overemphasized in your program?" The single most frequent response to this question was no, given 15 times. Of the areas thought to be overemphasized, use of learning centers (11%), use of behavior modification (11%), and general psychology (11%) were mentioned most often. Other areas can be seen in Table 64. Although the list is long, there does not seem to be a major complaint in this area.

Table 64

Overemphasized areas in program	Frequency	Percentage
None	15	26
Behavioral modification	6	11
Learning centers	6	11
Psychology	6	11
Specific methods	5	9
Creativity	3	5
Theory	3	5
Behavioral objectives	2	3
Individualizing	2	3
Philosophy of Education	2	3
Writing lesson plans	2	3
Discipline techniques	1	2
Legal rights	1	2
Long term planning	1	2
Professionalism	1	2
Grade pressure	1	2
Total	57	100

Following these questions, the teachers were asked "On a scale from one to ten (1 to 10), how would you rate your preparation for the realities of working with other teachers, students, school administrators, and parents?" On this scale a 1 = no preparation at all and a 10 = excellent preparation. The answers are given in Table 65, but may be most easily understood if broken down into percentage groups.

Working with teachers: This category divided fairly evenly.

1 - 3 on the scale - 34%
4 - 7 " " " - 46%
8 -10 " " " 20%

Obviously, the answers show that not enough preparation is given in working with teachers, with 80% of the responses at seven or below and 60% at five or below. Note also that at the extremes, 14% of the teachers rated this area one (no preparation) and that 4% rate it ten (excellent preparation).

Working with students: This category received the highest ranks.

1 - 3 on the scale - 6%
4 - 7 " " " - 50%
8 -10 " " " - 44%

Clearly, the teachers feel the preparation for this area is better than for any of the other areas. Ninety-four percent (94%) of the responses are rated a four or higher, and 70% a six or higher. At both ends, a one received only 2% and a ten response was given 8% of the time.

Working with school administrators: Responses in this area were not encouraging.

1 - 3 on the scale - 64%
4 - 7 " " " - 30%
8 -10 " " " - 6%

It seems the teachers interviewed strongly feel that they were not adequately prepared for working with administrators. Ninety-four percent (94%) of the teachers rated this area a seven or lower and 86% gave it a five or lower. Fully 20% responded they received no preparation and none said they had excellent preparation.

One possible reason for this attitude is that many of the problems a first year teacher encounters involves an administrator in some way, and the teachers feel any inadequacy strongly. Whatever the reason, obviously these teachers desire better preparation in this area.

Working with parents: As with the area above, this category was not highly rated.

1 - 3 on the scale - 62%
4 - 7 " " " - 30%
8 -10 " " " - 8%

With 92% of the responses at seven or lower, and 80% of the responses at five or lower, the teachers certainly feel they were not given adequate preparation in their college program. A further indication of this is that 38% said they were given no preparation at all, while only one person reported being given excellent preparation. The total breakdown of the responses is given in Table 65 below.

Table 65

Preparation rating (scale from 1 to 10) for working with:

	Teachers	%	Students	%	Administration	%	Parents	%
1	7	14	1	2	10	20	19	38
2	3	6	1	2	8	16	6	12
3	7	14	1	2	14	28	6	12
4	4	8	3	6	2	4	3	6
5	9	18	9	18	9	18	6	12
6	4	8	5	10	3	6	3	6
7	6	12	8	16	1	2	3	6
8	4	8	9	18	2	4	0	0
9	4	8	9	18	1	2	3	6
10	2	4	4	8	0	0	1	2
Total	50	100	50	100	50	100	50	100

While it is admitted that a college program cannot fully prepare a beginning teacher to deal adequately with every situation, it may be

possible to give better preparation in these last two areas without sacrificing the others. Perhaps by stressing student and parent interactions in a teacher education program, the other areas would also improve, as they are related. Many times an administrator problem starts out as a parent problem. In any case, the teachers interviewed expressed a need for better preparation in at least three out of four of the areas mentioned.

The final question of this section asked the teachers "What is the most outstanding or important event you remember from your experience in your teacher education program?" On the positive side, again, the predominant answer was student teaching (57%). Other answers included methods courses (13%), FEEP (9%), and none (9%). Negative responses included lack of program organization (2%) and lack of supervision in student teaching (2%). See Table 66 for the complete list.

Table 66

Most outstanding event in teacher education program	Frequency	Percentage
Student teaching	30	57
Methods courses	7	13
Practicum/FEEP	5	9
None	5	9
A lot of personal attention	3	6
Discipline	1	2
Lack of program organization	1	2
Lack of support in student teaching	1	2
Total	1	2

Summary

From the data presented in this section it would be fair to say:

1) The teachers interviewed are satisfied with their college program.

2) They believe student teaching and field experiences in general to be the most valuable and useful component of their undergraduate programs.

3) That more preparation is needed in discipline and management, organizational skills, and dealing with school administrators and parents.

These ideas should be kept in mind as we proceed to the next section, induction into teaching.

Induction

This section deals with the beginning teachers' induction into the teaching profession and the way they confronted the first year teaching experience.

The first question asked was "No preparation for any job is ever perfect. Was there any part of teaching that caught you completely by surprise after you began your employment?" The responses to this question echo previous sentiments. Organizational skills (especially dealing with the heavy work load) was most frequently cited (28%). Following this was handling discipline and classroom management (15%), parent/teacher relations (7%), and student apathy (7%). That nothing came as a surprise was also mentioned (11%). The complete list is presented in Table 67. Many of these items possibly reflect the felt need for more adequate preparation the teachers described in the previous section.

Table 67

Part of teaching that caught you by surprise	Frequency	Percentage
Organizational skills (work load)	20	28
Discipline/management	11	15
Nothing	8	11
Parent/teacher relationship	5	7
Student apathy	5	7
Individualizing	4	5
Curriculum planning	4	5
Administration/teacher relationship	2	3
Communication skills	2	3
Equipment use	2	3
Inner city teaching	2	3
Lack of materials	2	3
Staff relations	2	3
Lecturing	1	2
Poor pay	1	2
Transition between teacher/student	1	2
Total	72	100

Next the teachers were asked, as in the academic program section, "What is the most outstanding or important event you remember from your experience in your first year of teaching?" There was not any one answer which predominated here as in the similar question above. The most frequent response was none (13%), followed by helping students learn (11%), being successful (10%), establishing rapport with students (10%), and working with other teachers (10%). It is somewhat surprising that

several of the teachers found their first year so uneventful that they could not remember even one important occurrence. Nevertheless, that seems to be the case.

In addition, a few teachers reported negative events in their first year such as feelings of incompetence, bad experiences dealing with parents, and finding out they were not going to be rehired at the school.

Overall, the list is quite positive and indicates the teachers generally had a good first year experience. Complete answers are presented in Table 68.

Table 68

Most outstanding event in first year of teaching	Frequency	Percentage
None	8	13
Helping students learn	7	11
Being successful	6	10
Establishing rapport	6	10
Working with teachers	6	10
Gaining student trust	5	8
Learning about teaching	5	8
Coaching	4	6
Class discipline/management	3	5
Dealing with parents	3	5
Establishing new program/courses	3	5
Being non-renewed	2	3
Feelings of incompetence	2	3
Learning about minority culture	1	1.5
Survived	1	1.5
Total	62	100

The following question asked the teachers to state which of three statements is closest to their viewpoint. The statements were:

a) A teacher preparation program can teach you to be a good teacher.

b) You must teach for a while before you can be a good teacher.

c) Good teachers are born, not made.

In light of the attitudes expressed thus far, it is not too surprising that statement b) was chosen most frequently (57%). The need for practical classroom experiences to really learn about teaching was the main reason given for this choice and is consistent with previous answers.

When statement a) was chosen, the need for adequate preparation was cited, or the idea that good teaching can be learned was expressed. In either case, the teachers chose this statement only four times.

Furthermore, when statement c) was identified as the best choice, the need for a certain "personality" to be a good teacher was the reason. Although what this personality consisted of was rarely delineated, the teachers insisted that a certain type of person can be a better teacher than others who do not possess these personality characteristics. When the characteristics were identified, they were usually basic communication skills, the need to love children, or having the necessary attitude for teaching. As can be seen, the reasons for this answer are not too specific.

In some instances, the teachers wanted to combine two of the statements, saying that they could not totally agree with any single statement. When this occurred, statements b) and c) were the two which were chosen. The reasoning for this choice invariably was that to be a good teacher required some innate skills, a predisposition toward teaching, and then

first hand experience to sharpen those skills.

It is interesting to note that even though most teachers spoke favorably about their college programs, they do not believe those same programs can teach them to be good teachers. Just what they do get from their college education is not immediately apparent, even to the teachers themselves.

Table 69

Teacher preparation program can teach you to be a good teacher	Frequency	Percentage
Preparation is important	3	75
Good teaching can be learned	1	25
Total	4	100

You must teach for a while before you can be a good teacher	Frequency	Percentage
Need experience	30	94
Need to interact with students	1	3
Student teaching experience not real	1	3
Total	32	100

Good teachers are born, not made	Frequency	Percentage
Need personality for teaching	14	70
Need basic communication skills	3	15
Need to love children	2	10
Need attitudes for teaching	1	5
Total	20	100

The next question in this section was "What kind of teacher did you want to be when you started teaching?" and in addition, "Have you changed your mind?" To the first part of the inquiry, the teachers responded most often that they wanted to help their students learn (25%), then to create an atmosphere of mutual respect (17%), be open (14%), and be sensitive to student needs (13%). The additional responses are available in Table 70. It is apparent from these answers that the teachers are quite student-oriented and concerned about many phases of the teacher/student relationship.

The teachers overwhelmingly answered "no" to the second part of the question (74%). This indicates they are satisfied with the kind of teacher they started out to be. When they had changed their minds, the reasons were that they needed to be more assertive (12%), more realistic (10%), and cannot be too friendly with students (4%).

Table 70

Kind of teacher you wanted to be when you started teaching	Frequency	Percentage
Have students learn	21	25
Mutual respect	14	17
Open atmosphere	12	14
Be sensitive to student needs	11	13
Approachable	7	8
Try to be friend	6	7
Caring relationship	4	5
Be creative	3	3.5
Establish limits/guidelines	3	3.5

(Continued next page)

Table 70 (cont'd)

Kind of teacher you wanted to be when you started teaching	Frequency	Percentage
Be teacher students will remember	2	2
Teach concepts	2	2
Total	85	100.0

Table 70A

Have you changed your mind?	Frequency	Percentage
No	37	74
Yes	13	26
Be more assertive/structured	6	12
Cannot reach all kids	5	10
Cannot be too friendly	2	4
Total	50	100

The teachers were then asked "What has most influenced your development as a teacher, and how?" Two answers came up most frequently to this question. As expected, their first year teaching experience was cited most often (37%), with observing and modeling other teachers following a close second (36%). Their responses are consistent with earlier findings and indicate that much of an individual's learning about teaching occurs on the job during their induction phase. Other answers also point toward the experiential model of learning with answers such as student teaching (10%), experiences as students (4%), and having success with students in the classroom (4%).

Again, it is curious that their college programs, which were satisfactory, were not often mentioned as a place where much learning about teaching takes place. It seems that it is mainly the courses which have

an experience component that are remembered. Upon reflection, these become the meaningful part of the students' education and are reported as such. The first year teaching experience, however, far outweighs their college programs as a source of learning about teaching.

Table 71

What has most influenced your development as a teacher?	Frequency	Percentage
First year teaching	21	37
Modeling from other teachers	20	36
Student teaching	6	10
Teacher education courses	3	5
Experience as a student	2	4
Having success with students	2	4
Parents are teachers	2	4
Total	56	100

The last question in this section was "Many teachers say that teaching produces a lot of tension and anxiety and that they need to find ways to relieve some of the pressure. Have you found some special ways to 'keep sane'?" The most frequent response to this question was engaging in various sports/exercise activities (32%). Although the list is lengthy, some of the additional answers given were: try to leave schoolwork at school (17%), that tension was not really a problem (10%), try to stay calm (8%), and talk to other teachers (8%). While physical activity seemed to be the best way to reduce tension, other answers indicate an emotional solution. Whether by trying to keep free time open for themselves or retreating into TV or sleep, the teachers attempted

to provide themselves with a break in the pressures which they faced at school. It should be noted as well that none of the teachers reported pressures too great to handle, and all maintained they were coping, which is encouraging.

Table 72

Ways of "keeping sane"	Frequency	Percentage
Sports/exercise	22	32
Leave schoolwork at school	12	17
None--not a problem	7	10
Stay calm	5	8
Talk to other teachers	5	8
Sleep	4	6
Talk to friends	4	6
Hobbies	2	3
Watch TV	2	3
Active in church	1	1
Be realistic about goals	1	1
Cry	1	1
Read	1	1
Smoke a lot	1	1
Take day off	1	1
Talk to family	1	1
Total	70	100

Summary

The teachers again repeat a common theme in this section. It seems to be the case that practical, on-the-job training is most

valuable as a source of learning about teaching. Likewise, the college courses most remembered are those that have a field experience component. It appears that these teachers, at this point in their careers, feel that one learns about teaching mainly by teaching.

Also reported in this section was the need for better preparation in organizational skills and classroom discipline/management. The most appropriate place for this preparation was not identified. However, it seems reasonable to assume it would be in some type of field/practicum experience, based on the previous feelings expressed by the teachers.

Finally, these first year teachers seem to have made the transition from student to teacher fairly easily and did not report any unusual problems during their experience so far. Indeed, their first year seems to be quite uneventful, in both positive and negative aspects.

Job Satisfaction

There are only three questions in this section. The first pertains to the teacher's satisfaction with teaching and asks "In general, how satisfied are you with teaching now?" The responses to this question are encouraging. Thirty-one (62%) of the teachers answered they were very satisfied with teaching. Eleven (22%) were satisfied, and only eight reported being fairly satisfied. In addition, none of the teachers reported dissatisfaction with teaching. It seems the teachers interviewed like teaching and most plan to stay in the profession for some time (see section one).

Table 73

How satisfied are you with teaching?	Frequency	Percentage
Very satisfied	31	62
Satisfied	11	22
Fairly satisfied	8	16
Total	50	100

The next question was "Can you think of any instances that make you feel happy or proud to be a teacher?" Again, one answer dominated. Some variation of having students learn the material, or accomplish a difficult task, or succeed in a course came up 33 times (54%). The next most frequent response was helping students with their problems and establishing rapport (24%). As stated above, these teachers are very student-oriented and derive a great deal of satisfaction out of their students' success. Even the other responses such as positive comments from parents or teachers, and having success with extra-curricular activities are related to students and student achievement. In addition, only four teachers reported they could not think of anything which made them happy to be teachers. Apparently, as a group these teachers are taking a degree of pride in their chosen profession and are finding it to be worthwhile and satisfying.

Table 74

Instances that make you feel happy or proud to be a teacher	Frequency	Percentage
Having students learn/accomplish/ succeed	33	54
Helping with student problems/ rapport	15	24

(Continued next page)

Table 74 (cont'd)

Instances that make you feel happy or proud to be a teacher	Frequency	Percentage
Good comments from parents	4	7
Success in extracurricular activities	4	7
None	4	7
Positive comments from other teachers	1	1
Total	61	100

The last question in this section was simply "What bothers you most as a teacher?" There were a large number of answers to this question, but again three or four predominated. Student apathy (22%) and parent apathy (19%) were cited most frequently. Following these, student lack of respect (13%) and lack of administrative support (12%) ranked next.

As in the previous questions, student concerns rank highly in the answer. However, a less frequent dimension was included in their answers to this question as some teachers related more personal concerns such as teacher gossip (6%), teacher apathy (3%), lack of equipment (3%), and poor pay (2%). Obviously, the concerns of first year teachers range from the professional to the personal, even as they begin their teaching career.

Table 75

What bothers you most as a teacher?	Frequency	Percentage
Student apathy	15	22
Parent apathy	13	19
Students' lack of respect	9	13

(Continued next page)

Table 75 (cont'd)

What bothers you most as a teacher?	Frequency	Percentage
Lack of administrative support in discipline	8	12
Teacher gossip	4	6
Cannot reach every student	3	4
Large amount of take-home work	3	4
Society's lack of respect	3	4
Stress	3	4
Lack of equipment	2	3
Teacher apathy	2	3
Drug use	1	2
Poor pay	1	2
Student cheating	1	2
Total	68	100

Summary

Since only three questions were included in this section, not much in the way of summary may be necessary. It appears that the majority of the teachers interviewed are satisfied with teaching and derive much of that satisfaction from the success of their students. When they have concerns or problems, they most often relate to their teaching function. These teachers, on the basis of their answers, appear to be highly motivated and anxious to bring about student achievement to the highest degree possible.

Supervision

The questions in this final section of the interview attempted to

identify who the supervisors of these teachers were, what kind of relationship existed between the teacher and supervisor, and who was the most help to the first year teacher.

The initial question was "Whom would you identify as your supervisor?" As might be expected, the principal was identified as the supervisor in 41 out of 50 cases (82%). This meant the principal took the primary responsibility for observing, evaluating, and documenting the teacher's in-class performance.

Other individuals who were named as the teachers' supervisors were the assistant principal (8%), the district supervisor (6%), and the academic department chairperson (4%). The table below illustrates these findings.

Table 76

Supervisor	Frequency	Percentage
Principal	41	82
Assistant Principal	4	8
District supervisor	3	6
Department chairman	2	4
Total	50	100

The second question asked the teacher "How would you characterize the working relationship between you and your supervisor?" The responses to this question are interesting. While 20 teachers rated the relationship with their supervisor as very good (40%), and still another eight rated it as excellent (16%), a total of 13 teachers (26%) said it was either tense (10%), fair (8%), or poor (8%). This indicates fully 25% of the teachers interviewed are having some sort of problem with their

immediate supervisors. Of course, it can also be maintained that 75% of the teachers do not seem to have any major dissatisfaction with their supervisors.

It seems even though the teachers felt they were inadequately prepared during their college program for working with administrators, the majority do not report serious difficulty in their working relationship with their current supervisors. Whether a more adequate college preparation would have helped the 25% who did report some problem in this area is not apparent at this time.

Table 77

Working relationship with supervisor	Frequency	Percentage
Excellent	8	16
Very good	20	40
Good	9	18
Fair	4	8
Tense	5	10
Poor	4	8
Total	50	100

"Do you hold values in common about teaching with your supervisor, and what are they?" was the next question given the teachers. Eight (13%) admitted they did not really know if they had similar values since they rarely talked to their supervisor. For the remaining teachers, all reported having some values in common. The most frequent answer was the need for discipline (19%), followed by working hard for student achievement (18%), establishing rapport with the students (13%), teaching methods (13%), and being activity oriented in the classroom (11%).

These answers seem to be consistent with responses given earlier and do not show serious discrepancies. For instance, the need for effective discipline is a common theme and appears again here. In addition, since most of the teachers reported a good relationship with their supervisor it seems reasonable that they would have at least some values in common. Disagreements about values could lead to strained working conditions, and that does not seem to be the case. The next question illustrates this point.

Table 78

Values held in common about teaching	Frequency	Percentage
Need discipline	12	19
Work for student success	11	18
Do not know	8	13
Methods	8	13
Need rapport with students	8	13
Activity oriented	7	11
Need structure	3	4
Goals	2	3
Curriculum	1	2
Instill morals	1	2
Need to individualize	1	2
Total	62	100

The teachers were next asked "Do you have any disagreements in values about teaching with your supervisor and what are they?" Thirty teachers (59%) answered they have no disagreements in this area with their supervisor. Of the remaining teachers, the areas of difficulty

were mainly discipline (19%), and methods (16%). Again, the need for discipline is cited, but in all ten cases here it was the teachers who felt the principal was not strict enough and should consequently enforce stronger discipline measures.

Also, as in the question above, many of the teachers who said they had no disagreements with their supervisor, had not talked at length with him/her to uncover major differences. In addition, other teachers said it was too soon to tell. It is interesting that many of the teachers were supervised in a very minimal way. Some reported being observed and evaluated only once the whole year. Still others said they had not yet been supervised in a formal way. It seems that supervision for these first year teachers is somewhat lax. The last question in this section will give additional support for this point.

Table 79

Disagreements in values about teaching	Frequency	Percentage
None	30	59
Discipline	10	19
Methods differ	8	16
Evaluation	2	4
Attitude toward students	1	2
Total	51	100

The final question on supervision was "Who has been the most helpful person to you this year? In what ways?" It should come as no surprise that supervisors did not rank highly in the answers. In fact, only eight teachers (16%) reported their supervisor (principal or department head) as being most helpful. The majority (64%) said it was other

teachers in the building who helped them the most during their first year teaching experience. Additionally, spouses (8%), non-teaching friends (4%), and the cooperating teacher during their student teaching (4%), were also mentioned. Clearly, a first year teacher's main reference group is other teachers in the building. This is consistent with the finding above that modeling fellow teachers is a primary source of learning about teaching for beginning teachers.

Table 80

Most helpful person	Frequency	Percentage
Other teachers	32	64
Department head	5	10
Spouse	4	8
Principal	3	6
Student teaching cooperating teacher	2	4
Friends	2	4
Siblings	2	4
Total	50	100

The ways in which these various individuals were helpful can be divided into two main components. The first, getting ideas for classroom methods and help in locating appropriate materials, was mentioned 24 times (44%). Apparently, even though these topics may have been covered in their college program, it doesn't become pertinent until the teachers have to face the reality of classroom teaching. At that point, other teachers in the building, who have the experience necessary to be of help, become a vital part of the first year teacher's professional life.

The second component, getting support, ranked equally with the reason above. The professional and emotional support that a first year teacher receives from various people (especially other teachers), is a necessary ingredient in the beginning teacher having a successful experience.

In addition, having someone to talk to (9%) and getting advice (3%) also were identified as ways other people can be of help. The important factor in each of these answers is the necessity for the existence of a support group which helps a beginning teacher cope with problems encountered in the teaching situation. All these teachers have located such a group and used it to their advantage.

Table 81

Helpful in what ways?	Frequency	Percentage
Ideas/materials	24	44
Support	24	44
Someone to talk to	5	9
Advice	2	3
Total	55	100

The last question in the interview asked the teachers "Are there any other comments you would care to make?" While 17 simply said no (25%), the rest either gave additional information not previously covered or repeated answers they felt strongly about. The most frequent answer (if one was given) was the need for more field work (20%), a much voiced idea which appears again here. Other responses included putting more emphasis on the intermediate grades (6%), getting more experience on practical teaching skills (6%), and that more electives are needed (4%).

A large range of concerns are indicated, and are listed in the table below.

Table 82

Other comments	Frequency	Percentage
None	17	25
More field work	14	20
Good program	4	6
More emphasis on intermediate grades	4	6
More time on practical skills	4	6
Improve student teaching planning/organ.	3	4
More student teaching	3	4
Need more electives	3	4
Restructure History and Philosophy of Ed.	3	4
More discipline courses	2	3
Need better role models	2	3
Shorten program	2	3
Good teachers	1	2
Had good first year	1	2
Lengthen program	1	2
Less behavior modification	1	2
Reading courses are good	1	2
Separate kindergarten from EMCE	1	2
Total	67	100

Summary of Interview Findings

Now that each question in the interview has been reviewed, what generally can be said about this group of first year teachers? Several

items seem obvious.

1. There is general agreement that more time should be given to practicum experiences during undergraduate programs.

2. More preparation for working with administrators and parents, and with classroom discipline/management is needed.

3. Teachers are oriented toward student concerns. Survival concerns, typical of beginning teachers are noticeable as well as references to organizational problems, curriculum development, and location and use of ideas and materials.

4. Much of what is needed to be learned to be a good teacher is learned through practical, on-the-job experience as a teacher, or from modeling other teachers in the building. The college program is rated low in terms of teaching students how to be good teachers.

One additional note concerning items one and four above. These ideas are not new and anyone involved in undergraduate teacher education has heard them before. In fact, so many teachers (especially experienced ones) believe these ideas to be true, it is often difficult to know if first year teachers really believe them, or are merely repeating the ideas because they have heard older teachers voicing them. In either case, they seem to be behaving on the basis of the above ideas. Perhaps this would be an appropriate place to begin the discussion of the observation results.

Observation Results

To gather data for this section, 45 of the 50 teachers interviewed were also observed in a classroom setting. Five teachers in the original group of 50 would not agree to the in-class observation, which accounts for the discrepancy in the total.

Rather than trying to record data on the total number of in-class interactions, it was decided to look at only three distinct teacher behaviors. These were (1) Clarity; (2) Enthusiasm; and (3) Academic Learning Time (ALT). There were a number of reasons for this decision. A first reason was that these three variables are representative of a set of accepted teacher behaviors which have been proven to be associated with good student academic performance. Our reasoning was, then, that if subadequate or superior trends developed as we observed these to, we would be able to describe trends based upon a few well-accepted behaviors.

A second reason was that these behaviors are commonly accepted by both researcher and practitioner as valuable behavioral assets. What teacher would argue for the need to be unclear, unenthusiastic, and inattentive to students who are doing independent work? Thus, we reasoned that these three descriptors would become useful variables for discussion between researchers and practitioners.

A third reason was that the College of Education at OSU is currently refining a system to document student progress through undergraduate training and postgraduate employment. A small number of understandable, usable measures of general teacher effectiveness were necessary for use in this system, and these variables seemed to be ones which, if chosen, could fit both research and communicability criteria.

Within each category, information was gathered in two ways. When a specific behavior was observed, it was listed as an example, often together with statements/questions from the teacher (if appropriate). Then the behavior was located on the two five-point Likert scales shown below:

infrequently	1	2	3	4	5	frequently
inadequately	1	2	3	4	5	adequately

In this way, specific teacher behaviors were evaluated with respect to both their frequency of occurrence and adequacy. For example, it was possible for a teacher to perform a behavior quite frequently but not perform it very well. As can be seen, we were not necessarily looking for excellent teaching, just adequacy of performance. While both scales called for a judgement on the part of the observer, it was hoped that a rough idea of the teacher's ability in these areas of investigation would begin to emerge.

In order to present the findings of the classroom observations, each behavior recorded will be detailed separately, then a composite picture of the group of teachers will be offered.

Clarity

Within this general, high-inference category four more specific, low-inference subbehaviors were identified for observation.

1. Stresses or emphasizes the important aspects of the content.

A teacher who scored 5.0 on this item would have made frequent reference to the content, emphasizing important ideas in a variety of modes. The mean frequency score for this category was 2.3. The mean adequacy score, 2.9, indicates that the teachers did not perform the behavior well, in addition to not performing it very often.

When observed, this category usually was demonstrated through one of several different formats. Teachers either outlined major points on the chalkboard or told the students to note certain important items (53%). In addition, teachers occasionally worked through with the students particularly difficult or important aspects of the content for emphasis (13%). Repetition of content was also a technique which some of the teachers employed (24%).

Some quotes from the teachers may help to illustrate the examples above. "We need to know how to spell so we can read well, and we all know how important that is." "Today we will work some problems together." "These graphs are not too difficult, let's try to work through them together." "Watch out for these common problems..." "You seem to be getting careless on spelling and punctuation." "Today we'll start by reviewing yesterday's lesson." "Be careful, don't overlook these important terms." "OK, we need to get through two handouts today." "Be aware of the three different types of problems." "This is important, you have to remember to square both sides of the equation in order to simplify it."

2. Explains the content of instruction to students.

An adequate teacher in this category would frequently explain confusing aspects of the content, helping the students through difficult concepts. The teachers observed seemed to perform in this category somewhat more efficiently than above, registering a mean frequency score of 2.9 and a mean adequacy score of 3.2.

There seemed to be a wide variety of techniques used by teachers to meet this goal. These included (1) lecturing and repetition (22%); (2) having students paraphrase content material (9%); (3) using multiple

examples (20%); (4) helping students with individual work/attention (7%); (5) working through material with the class (9%); (6) demonstrating new procedures (16%); and (7) engaging students in a question/answer dialogue to ensure content clarity (7%). Perhaps the range of behaviors in this category helped account for higher scores than in the previous section. Perhaps it is just that teachers saw this as a primary duty for them to carry out. Whatever the reason, it should be noted that the mean adequacy score of 3.2 is still only average and that the teachers as a group did not consistently perform in a highly adequate manner.

3. Provides for student assimilation/synthesis of content.

To score 5.0 in this category, the adequate teacher might have the students relate content to past learnings, rank information by importance, or expand specifics into generalizations. The mean frequency score here was 2.3, while the mean adequacy score was 2.7. At this point a basic pattern may be seen. In each case so far, and for the categories to follow, the mean adequacy score is higher than the mean frequency score. Apparently, even though the scores are low, the teachers seemed to be somewhat more "adequate" than "frequent" in relation to these specific behaviors.

The teachers generally exhibited this behavior through the following actions. (1) Providing in-class exercises, activities and problems (16%); (2) encouraging students to help teach each other, thereby making the material clear (4%); (3) having students compare, categorize, and generalize (16%).

A few teacher quotes may help show these processes as they occurred in the classroom. "Why don't you try to explain to Tom how you solved the problem?" "When reaching a decision, consider all the important

evidence." "What are the advantages and disadvantages of the cultural pattern?" "OK, to do this problem you need to use two procedures you already know." "What generalization can you make about what you've observed?"

4. Assesses student understanding of content.

In this category, both the mean frequency score and the mean adequacy score were 2.8. This is the only category in which both scores were the same and indicated some consistency on the part of the teachers. Unfortunately, at 2.8, there was still considerable room for improvement. As described in previous sections, an adequate first-year teacher would often seek an evaluation of the students' understanding of the content material until a clear diagnosis/prescription was possible.

The typical behaviors here should not be unexpected. The teachers observed most frequently assessed student understanding through (1) questions directed both at individuals and the class in general (67%); (2) short pop quizzes (4%); (3) having students solve problems at the chalkboard (2%); (4) having students demonstrate various procedures (7%); and (5) the completion of in-class worksheets and homework assignments (7%). By far, questioning was the most frequently employed technique of the group above. Most of the teachers responded to student answers by either moving on to new material (if the answers were correct) or by staying with current material for review (if the answers were mainly incorrect).

A few quotes will help make this process clear. "Who can help me get the answer to this problem?" "Do you understand?" "Any questions?" "How do you know this magazine isn't published weekly?" "Bring me your papers as you finish so I can see how you did."

One point should be made. While the teachers seemed to be engaging in an evaluative process, the criteria upon which their assessments were based is not clear. In fact, the various behaviors above may not have been evaluative in nature, but rather merely teaching techniques with far different goals than student assessment. In either case, through the procedures above, student understanding of content seemed to be promoted.

Summary of Clarity Measures

We have seen that the teachers observed did in fact perform the behaviors delineated on the observation form. Some of the techniques were conventional and standard (using examples, outling, questioning, lecture, etc.). In a very few cases (5-10%), more innovative practices were attempted (peer teaching, student demonstrations, etc.).

It must be remembered that teaching clarity was the overall characteristic to be observed. Even though the mean scores for the specific behaviors taken separately are low, the net effect of each teacher performing the set of behaviors was one of increasing teacher clarity. On the average, each teacher did engage in three of the four behaviors (although infrequently) which contributed to their teaching clarity. Thus, it appeared to this observer that the behaviors for some of the teachers, taken in combination, produced an effect greater than might be expected if each behavior was analyzed in isolation.

This is not to say there was no room for improvement. The teachers observed performed the behaviors, at best, on an average level. While the "best" teachers frequently exhibited each of the behaviors, the "worst" teachers engaged in these behaviors infrequently if at all. As the numbers show, our sample fell only slightly above the mean. While

there was some clarity evidenced, much more needed to be done for the average rating to rise to even "better than adequate."

It seems, based on the observations above, that the teachers' performance in this area were not proof of the effects of a quality program. Interestingly, during the interviews conducted with these same teachers, very few, if any, admitted a need for additional work in teacher clarity during their college education courses. Apparently, teacher clarity was not recognized by the teachers as an area that requires additional preparation. It may be they felt they were doing an adequate job. It is also possible they did not consider the issue in a meaningful way. In any case, the findings indicate that the teachers were not performing in an adequate manner. Increased preparation seems advisable, especially in an area which is so amenable to assessment and remediation.

Enthusiasm

This characteristic, as with clarity, was divided into four specific observable sub-behaviors.

1. Conveys enthusiasm about the course content to students.

To receive a 5.0 in this category a teacher might often display enthusiasm concerning content materials through statements or nonverbal behavior. The teachers in the group did not exhibit this behavior frequently (mean = 2.1) or adequately (mean = 2.7).

The most frequent techniques observed for conveying enthusiasm about content were (1) telling jokes related to content (7%); (2) stressing the importance of the content with respect to the students' futures (29%); (3) relating the content to the students' experience (16%); and (4) demonstrating the content (where appropriate, i.e., physical education,

dance, music, etc.) (4%). It should be noted that this category is similar to the first behavior in the clarity section, "stressing the importance of content." The two were apparently related for the teachers, even if they were unaware of it. By stressing important aspects of content, enthusiasm for the content was generated. Remember, however, that this objective was seldom accomplished in the observed classrooms.

Some representative quotes will help illustrate the teachers' attempts. "Isn't learning new words fun?" "It is important to know math, you use it almost every day." "We all know how important reading is, did you enjoy the story?" "It is a pleasant sounding language, isn't it?" "I think you have this down pat which is really good. Aren't you proud of yourselves?" "OK, this may help you get a job, and that's what most of you want, right?" "This is important, legal processes can affect each of us at any time so we should know how things work." "It feels good to succeed at something you've worked on for a long time--to know you know it and can use it in the future."

2. Expresses emotion-packed feelings concerning students' efforts/achievements.

Here, as in the section above, the teachers did not perform well. An "adequate" teacher here would comment, either positively or negatively, on the students' work or accomplishments. The mean frequency score obtained was 2.2, with a mean adequacy score of 2.8. Again, it should be noted that while some teachers in the group did quite well in this category, the overall effect portrayed a subadequate population.

When the teachers did try to engage in this behavior, it was through fairly standard methods. The most frequent procedures were

(1) praise for correct answers from students (58%); (2) praise for the student as an individual (16%); (3) using student answers/work to assist the teaching/learning process (2%); (4) non-verbal cues (7%); and (5) criticism (4%).

The quotes below illustrate the teachers' behaviors and responses. "Excellent." "Wonderful." "Good, very good." "That's really a good job." "OK." "Really good--you sure are smart today." "You'll get it, don't be discouraged." "Thank you for the comment, it helps us understand." "I'm really glad you got that problem--it was hard wasn't it? How do you feel now?" "Really good, you're making a lot of progress." "Good, your memory is improving."

The nonverbal cues used usually consisted of facial expressions and body posture. Most of the above praising remarks were accompanied by smiles and approving gestures (a head nod, for example) by the teacher. In some cases, even though the teachers did not express praise verbally, it was clear that they strongly approved of the student's answer/work. For the teachers who praised students, the nonverbal cues and verbal statements seemed to almost always be used simultaneously.

We must report that some of the teachers seemed to actively discourage enthusiasm rather than promote it. Various behaviors contributed to this discouraging demeanor, such as a monotone delivery, petty arguments with, and frequent rebukes to students. A few quotes here can help set the tone of these classes (approximately 5-10% of all classes). "Why can't you learn this? It's not that hard." "You say you don't understand--that's just a cover-up for being lazy." "That question is just silly." The teachers who made these statements were somewhat agitated at the time, and seemed to make the remarks more out

of frustration than out of meanness. Nevertheless, the effects on the student/students were noticeable. Discussion dropped off and cooperation from the students all but disappeared. While continuous and prolonged praise of students is not necessarily always beneficial, in these cases a critical personal comment certainly seemed to have negative effects, both on the individuals and the class as a group. Perhaps additional work in this area with preservice teachers could make a definite difference in their affective repertoire.

3. Presents learning experiences in ways that capture students' interest.

A teacher might present a variety of learning experiences used in interesting patterns to rate a 5.0 in this category. However, the group of teachers did only slightly better here than in the two previous categories, with a mean frequency score of 2.4 and a mean adequacy score of 2.9. As above, the teachers did not perform this behavior either frequently or adequately.

The primary instructional activity observed in these classes was the lecture, occasionally interspersed with questions and some limited discussion. In most cases, these lectures did not seem to "capture the students' interest." Correctly presented, a lecture can be both effective and interesting. None of the lectures observed were rated as effective and interesting. They were repetitious, boring and usually poorly delivered (30-40% of all lectures observed). If teachers are going to continue to lecture (and it seems they are), then additional instruction in using the lecture method is strongly advisable.

When some of the teachers chose to present the material in another style, several different approaches were used. The methods observed

included (1) presenting the content as a story (7%); (2) pacing the lesson to keep it moving and the students attentive (7%); (3) using learning stations (2%); (4) implementing a game/simulation/role play (13%); (5) various types of student involvement (board work, drills, demonstrations, etc.) (9%); and (6) students working in pairs or groups (13%). Each of these activities, when used, did seem to hold student interest. In these classes the students were generally more involved than in the classes in which a lecture was observed. If maintaining student interest is a desirable goal, then apparently some technique other than lecturing should have been employed.

4. Uses materials to stimulate, attract, and hold students' attention.

This section is the last category which directly pertains to teacher enthusiasm. The primary material used in the classes observed was the textbook. However, since the texts were generally used for homework assignments it was difficult to evaluate their importance with reference to stimulating and holding student attention during class.

When texts were used for instruction, or when other supplementary materials were introduced, the teachers performed in much the same manner as in the other components in this section, obtaining a mean frequency score of 2.2 and a mean adequacy score of 2.8. To score a 5.0 in this category a teacher would have to use the materials in a motivational orientation, rather than with a mere content emphasis. Again, while some teachers used materials quite effectively, overall the group performed at a level which could only be rated "below average."

The major supplementary materials used were (1) handouts and worksheets for in-class completion (29%); (2) flash cards (4%); (3) previously completed student work (7%); (4) the chalkboard (13%); (5) musical instruments and records (2%); (6) an overhead projector (4%); and (7) magazines and newspapers (7%). Generally, the above materials were employed to focus student attention, aid discussion, clarify/explain content, provide drills, and demonstrate skills.

As may be seen above, even when these materials were used, the teachers did not always use them very effectively. Handouts and worksheets were a case in point. In some instances these materials were not used to stimulate and hold student attention, but acted as a "filler" for the period. While this was not always the case, it did occur, and contributed to lowering the mean adequacy score.

Summary of Enthusiasm Measures

Based on the observations above, it is fair to say this group of teachers did not very frequently of adequately demonstrate the enthusiasm measures detailed. Some teachers did, in fact, perform each of the measures at least once. Others performed one or two behaviors several times. Few, if any, of the teachers performed the set of behaviors with any regularity or effectiveness, at least as witnessed by this observer. Therefore as first year teachers, it appears they were not performing these behaviors very often, or very well. There is, however, an indication that most of the teachers realized the need to be enthusiastic and have the potential to accomplish the goal.

As with the clarity measures, the teachers did not express in the interviews a need for more instruction during their college courses concerning an enthusiasm component. It may be that enthusiasm is a

personality trait that comes naturally to some teachers, and is very difficult for others to perform. If this is the case, then additional college instruction would probably not have much effect. However, it may also be possible that preservice teachers are not given much opportunity to practice various methods (such as those detailed above) to infuse enthusiasm into their teaching. If this is true, then addressing the topic in college courses may improve the teachers' subsequent performance.

Academic Learning Time

Academic learning time (ALT) is not a difficult concept, but it does require a bit of explanation. ALT is a set of variables associated with high levels of student achievement. It was first described by the 1976 Beginning Teacher Evaluation Study in California. Briefly, the ALT model correlates pupil learning with the amount of time a student spends attending to an academic task and performing with a high success rate. The basic variables of ALT are: 1) allocated time; 2) student engagement rate; and 3) student success rate. Therefore, this measure was divided into three observable behaviors.

1. Provides time for individual seat work.

The teachers seemed to score somewhat better here than in previous categories, with a mean frequency score of 3.2 and a mean adequacy score of 3.3.

Usually, the time provided for seat work was used for (1) individual silent reading (9%); (2) the start of homework assignments (18%); (3) completion of worksheets/drills (11%); (4) individual projects (16%); (5) practice of various skills (7%); and (6) make-up work (2%).

A few quotes from the teachers may help illustrate these practices.

"Time for art now--take out your crayons and paper and work at your seats." "Take out your workbooks and do pages 36-37." "I'll give you some time now to begin so if you have problems, I can help." "OK, you have 15 minutes to practice your speed typing." "There are lots of things you can do for your project. I'll give you a few ideas to work with."

Worksheets, which occupied a major role in materials use above also come into play here. Apparently, when worksheets were given, the teachers felt that time to start the work, if not to complete the assignment, should be allotted during class.

2. Checks student progress regularly during seat work.

The scores here were not as high as above, with a mean frequency score of 2.5 and a mean adequacy score of 2.9. To earn 5.0 in this category, a teacher would have to frequently and adequately assess the work completed by the students during seat work. It seems that while many teachers did give some time for seat work, they were not as conscientious with regard to checking student work. Often, students were left to work on their own, with little attention from the teacher (30-40% of the time).

If the teacher chose to assess student progress, the most typical behaviors evidenced were (1) moving about the room looking at student work and helping when necessary (30%); (2) asking students how they were doing and if they had any problems (2%); (3) responding to student questions (16%); (4) calling individuals up to the teacher's desk to check their work (9%); and (5) checking student work as a group at the end of the class (4%).

It should be noted that this measure calls for the teacher to

"regularly" check student progress. Even if a teacher performed one (or more) of the above behaviors, it does not mean they regularly attended student work, or did it adequately. This was often the case and may account for the low scores on this variable.

3. Keeps students productively involved in learning activities.

Teachers here also did not do well, with a mean frequency and adequacy score of 2.8. A 5.0 in this category would represent a teacher who efficiently and competently managed to maintain student involvement in the learning activities of the class. In many cases, the teachers expended much effort trying to keep students working without much success. Obviously this category, somewhat more that the others, had to do with classroom management. The teachers' ability to keep students on task was at the core of the observation. As a result of the influence of the management variable, the scores were affected in this case in a negative direction.

Some of the positive teacher behaviors which were observed were (1) directing questions to students to keep them working (22%); (2) maintaining a close presence by moving around the room (20%); (3) expressing interest in and encouragement for the students' work (9%); (4) giving the students practice on various skills (9%).

Several quotes will give the tone of these interactions. "Bill, why are you coloring now? You should be doing your math." "Mike, do you have your reading assignment completed?" "Try it again, you almost have it." "You do need to finish the problems before you can do the drill exercise."

The negative instances can be described by these vignettes: "I said that was enough talking, now get to work." "This is the last time,

stay in your seat and finish the assignment." "Sit down if you don't need to be standing." "This is a no talking period. How many times do I need to say it?" "OK, let's go. Time for silent reading. I see only two people following directions." "OK. Get to it or you can come in after school to do it."

Summary of Academic Learning Time Measures

We have seen in this section that while the teachers as a group tried to give some time for seat work, they did not attend as well to keeping students working (although many tried by threatening punitive measures) and checking their progress. Again, it seems that the potential and desire was present (the teachers, on the average, did perform two of the three behaviors), but the execution was lacking. This may have been the result of inexperience, or lack of preparation, or some combination of these factors. Whatever the cause, there is a clear need for improvement in ALT. It is only obvious that the crucial place to introduce and practice this behavioral repertoire is in preservice college courses.

Conclusion

There are some general statements which can be made in light of the above observations.

1. The teachers, as a group, performed the designated behaviors of Clarity, Enthusiasm, and Academic Learning Time with only moderate frequency and at a less than adequate level.

2. Looking at the teachers individually, it is apparent that some were able to perform the majority of tasks very effectively (15-20%) and do so naturally. Others (20-25%) struggled with many of the behaviors and in fact, did not perform them at all during the class which

was observed.

3. While it is evident that there was considerable room for improvement in these areas, the teachers did not express a need for additional preparation during their college programs. With the exception of discipline (a component of the academic learning time measure), the behaviors were not mentioned by the teachers.

4. If preservice teachers are to learn these behaviors, more emphasis needs to be given during the college teacher education program. By neglecting to provide the necessary additional instruction during college, the current condition of infrequent and inadequate performance of these sample behaviors by beginning teachers will, in all probability, continue.